

Hazel J. Cubberley

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THE JOURNAL OF

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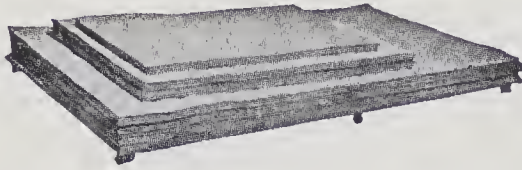
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The History of the State Directors' Society

By

CARL L. SCHRADER

State Supervisor of Physical Education, Massachusetts,
and First President of the State Directors' Society

The sixteenth of a series of articles explaining the origin, purpose, and program of national organizations in the fields of health, physical education, and recreation.

THE STATE Directors' Society holds the distinction of being the smallest unit section in our National Association. Furthermore, its growth is automatically limited to the number of states in the Union. Its hopes, therefore, do not lie in the direction of size but rather in effectiveness.

It was recognized that the state directors occupy a most strategical position, not only in seeing to it that programs are functioning but perhaps mainly—for the present at least—in informing the paying public in the various states, cities, and towns as to the purpose and outcome of physical education in the schools. The state supervisor should be one of the best known officials in the state because of his wide and intimate contact with the people. With the number of states securing directors or supervisors increasing, it was but natural that sooner or later those several directors would band themselves together. It required the initiative of several to anticipate this eventual organization when there were but few directors.

The struggle for state recognition and legislation which the National Recreation Association and our own Association carried on was a strenuous one, but became easier after a number of states had acted favorably. The turning point came in 1918, which in our history of physical education may well be noted as a milestone. Prior to that period there were only eleven states that had passed compulsory physical education laws, and of those eleven only four appointed state directors. While there are thirty-six states that now have physical education legislation, there are to date only eighteen states that have these state laws and also provide courses of study and maintain state supervisors or directors on the staff of the state superintendent of education. This represents service to 65 per cent of the people of the country.

It was in the winter of 1926, at the time of the various Christmas meetings held in New York, that the writer, together with our good friend James E. Rogers as the instigator, called together the then functioning state direc-

tors. It was purely an organization meeting, over which the writer presided, with the result on the one hand of naming this baby the National Society of State Directors of Physical and Health Education, and, on the other, of electing as first president the recorder of this history. James E. Rogers was elected for life as the secretary of the organization. Membership, it was agreed, was to be of two kinds, active and associate; the first to embrace state directors or supervisors, the other, past state directors, additional members of the state directors' staffs, and individual professional men such as Doctor James F. Rogers, Doctor James H. McCurdy, Doctor Clark Hetherington, etc.

THE Society has no set constitution and is most informal in its meetings. The objectives it sets up are to promote physical education in education; to aid states in securing legislation and also aid state directors in the development of effective programs; to further physical and health education as a profession; and to carry on studies and investigations to accomplish these objectives.

Two meetings have usually been held a year, one a regular meeting, the other an impromptu one. Until 1931 the regular meetings were held in connection with the New York Christmas meetings, and the impromptu ones in connection with the convention of the American Physical Education Association. Since then, however, and by vote, it was decided to hold the regular meetings in connection with the national convention of the American Physical Education Association, and to meet informally in New York during the Christmas holidays. The attendance at these meetings has varied between sixty and one hundred.

It was the purpose from the beginning to assign definite tasks to committees. The discussion of these reports, which the committees send to the members prior to the meeting, constitutes the major business at the meetings. Some of the outstanding reports rendered and discussed have been on teacher training, teacher certification, time allotment, rural physical education, layout and equipment, and safety education.

Because of the strategical position of the state officers, the society from its beginning took cognizance of national problems and endorsed and sponsored worthy procedures by unanimously passing resolutions on vital tactics and

policies. Among these measures were the following resolutions:

"That this group go on record as opposing rugby football for elementary or junior high school boys. It favors soccer football as being a better game for all high school pupils."

"That we favor the following points relative to athletic competition between the schools:

"(1) We approve the participation in athletics by a majority of pupils.

"(2) We would limit the length of the high school interscholastic season in football and basketball.

"(3) We would eliminate interstate or intersectional games involving long trips.

"(4) We would eliminate post-season interstate or intersectional athletic contests."

"That we oppose state, interstate, or intersectional basketball tournaments for girls. That we favor the extension of athletic sports for girls, supervised by women teachers and directors, of a type suited to their physiological and social needs, such to be of non-personal contact type. Intraschool activities rather than interschool contests are favored. That every opportunity be given for the participation of the majority of pupils whenever proper physical and social safeguards have been set up and contests are of a non-combative type conducted for the safety and benefit of the participants."

THE presidents of the Society have been myself, Carl L. Schrader, State Supervisor of Physical Education, Massachusetts, 1926-1927; Doctor William H. Burdick, State Director of Physical Education, Maryland, 1927-1928; Doctor Allen G. Ireland, State Director of Physical and Health Education, New Jersey, 1928-1929; Edgar W. Everts, State Director of Physical and Health Education, Minnesota, 1929-1930; Major E. V. Graves, State Supervisor of Physical and Health Education, Virginia, 1930-1931; and W. G. Moorhead, State Director of Health and Physical Education, Pennsylvania, 1931-1932. The present officers are N. P. Neilson, California, President, and A. W. Thompson, formerly of Michigan, Vice-President.

Throughout all these years, James E. Rogers, as Secretary, has been the driving power, and because of his constant travel has kept intimate contact with every one of these state supervisors.

THE outstanding contributions of the Society to the cause have been the committee studies alluded to above. Perhaps the most effective piece of work credited to the Society has been "The National Physical Achievement Standards for Boys." Sponsored by the National Recreation Association, the committee labored for five years in order to present to the profession standards that were not based merely on guess work and opinion, but upon actual findings of studies with thousands of boys. Five cities cooperated in trying out the suggested standards for a year, after which they were refined, put in their final form, and published. They are now widely used, awaiting further refinement from the results.

It was not an oversight that nothing was done for the girls, but rather an expediency. A committee is now at work and has tentative standards ready for the girls. These are to be put to a test throughout the country during the next few years.

The study in safety in physical education which was made by Frank Lloyd, while sponsored by a private source, was in a large measure made possible by the hearty cooperation of the state supervisors. This study is in print and available for use, as are the standards for boys which are mentioned above.

The following outstanding committee reports were printed, some in the *American Physical Education Review* and some in our present JOURNAL OF HEALTH AND PHYSICAL EDUCATION:

"A Job Analysis of the Local Physical Educator and the State Physical Educator," Chairman, Dr. F. R. Rogers; N. P. Neilson; Dr. Charles J. Prohaska.—A study of physical education teacher load; job analysis of physical education teacher; job analysis of the state director; assuming that a state director of physical education cannot properly supervise the physical education of a state, what plan of supervision, with the state director as the head, can be adopted which will bring about a state-wide system of supervision.

"The Scoring of Physical Education; Measuring the Program," Chairman, N. P. Neilson; Vice-Chairman, C. M. Miles; Carl L. Schrader; Arthur V. G. Upton.—



Above.—N. P. Neilson, President of the State Directors' Society.

Left.—A. W. Thompson, Vice-President of the State Directors' Society.

Right.—J. E. Rogers, Secretary of the State Directors' Society.



The establishment of definite standards of achievement so as to make possible a purposeful and progressive program in physical education; the setting up of definite standards for grade placement of content in physical education for the different levels in the junior and senior high schools; what standards can be set up to judge and determine the results of the teaching of health and physical education; what are the minimum lists of equipment in physical education; the development of an evaluation scheme (score card) for a good physical education program.

"Credit for Physical Education," Chairman, Major E. V. Graves; Dr. Clifford Brownell; Professor Jay B. Nash.—College entrance credit for high school programs of health and physical education; allowance of credits toward graduation for physical education in high schools; basic marks upon which to indicate on the home report card progress in physical education; an outline for a course in training pupil leaders in junior and senior high schools, and a plan for crediting such courses in the school program; securing credit for physical education and recognition of credit by the college and universities; should physical education be given unit credit toward high school graduation on an equal basis with laboratory work in the sciences; when physical education is required in the state regulations, should unit credit be given within the sixteen units required for graduation from high school, or should it be credit earned over and above that required for graduations—this question is asked because generally speaking, colleges do not accept physical education credit for college entrance.

"Publicity, Service Bureau for Educating the Public, Superintendents, and Principals," Chairman, Dr. Jackson Sharman; Dr. Allen G. Ireland; Dr. D. Oberteuffer.—Cooperating with authorized and voluntary agencies; publicity; the state department as a service bureau; the objectives and program of physical education in the schools; interpreting physical and health education to the public.

"Rural Physical Education," Chairman, Edgar W. Everts; Vice-Chairman, C. M. Miles; Dr. Henry S. Curtis; Major P. S. Prince.—What should be the program of health and physical education in the rural schools: time allotment; what training should the elementary teachers have; what about county supervisors of physical education; what about layout and equipment; what is being done about home-made playground apparatus.

"Physical Education and Athletics" (Relationships with physical education, championships, competition of girls, soccer for junior high schools), Chairman, Alden Thompson; Dr. William Burdick; William G. Moorhead.—Should the state director have a voice in the control of high school and elementary school athletics; to what extent should athletic competition be encouraged in elementary schools; recognition, not only in theory but in practice of athletics, as an integral part of our program in physical education; the solution of the interscholastic athletic problem based on sound moral, ethical, and philosophical standards, and not based on a series of compromises; what is the proper relationship between the state director of physical education and the high school athletic

association; should the director of physical education coach the interscholastic athletic teams or, vice versa, should the coach of interscholastic athletic teams be the director of physical education; elimination of national and state athletic tournaments held for purpose of deciding championships.

THROUGH the Society of State Directors a close relationship was made possible with the Department of Superintendence of the National Education Association, with the result of a better understanding for our endeavors. At various times state supervisors have been invited to speak at the conventions of this Department. It was through this intimate contact that in 1928 the health and physical education program for junior and senior high schools was launched and published in the *Sixth Yearbook of the Department of Superintendence*. The committee which formulated this program was financed by the American Physical Education Association. The writer served as chairman of the committee, and had the privilege of presenting the report before the national executive council in Washington, where it was unanimously endorsed and adopted.

The close relationship of the endeavors and objectives of the Society of Directors of Physical Education in Colleges and that of the state supervisors was keenly felt, and finally resulted in a mutual agreement to stage during the Christmas holidays a joint meeting. Two such joint meetings have been held, and they have been heralded as a valuable procedure for both organizations. Vision and action will be clearer for the two societies because of these joint deliberations on similar projects.

The State Directors' Society is striving for an intimate understanding by both the teachers and the public for the cause of physical education, and at the same time wants them to become familiar with the influential mother organization, the American Physical Education Association.

There is perhaps no group in the entire field of physical education that is as closely welded together as is this group of state supervisors. They are in constant touch with each other, in order to keep informed of the procedures in the various states. Particularly during these strenuous times have they been alert to help each other, so as not to lose ground which was so arduously gained. From its very origin the Society has thrived on this co-operation. Whenever policies are launched, new programs created, publicity set to work, or administrative endeavors planned, each member of the Society transmits the information to the others, so that the national cause of physical education will be influenced.

Close ties have been established with the National Congress of Parents and Teachers, with the result that nation wide this large organization has thrown its weight into the breach for physical education. The writer serves as national chairman of physical education in this organization, and thus is a member of the governing board.

The purpose of the State Directors' Society, then, is well founded, and the interest manifested by its members vouchsafes a backbone for physical education that is strengthened by the existing state laws.

An Evaluation of Physical Education

By

JOHN A. KINNEMAN

Department of Sociology, Illinois State Normal
University, Normal, Illinois

IN THIS era when so much attention is given to physical education it seems somewhat useless to raise questions concerning the outcomes of the field. This paper constitutes a

brief statement of the conclusions which I have reached on the aims and purposes of physical education as the result of some years of experience in assisting in the education of teachers for this field.

The aims of physical education should not be, and indeed are not strangely different from those of any other phase of education. The materials which are used, however, may be strikingly different from those of other fields. I reach my conclusions, as to the aims and purposes of physical education, from a superficial observation of the social system in which we now function, and especially from a consciousness that that social system might be improved.

Instrument for Control

It should not admit of much controversy to assert that the chief aim of physical education, as in almost any other phase of education, is social control. While I do not contend that this objective constitutes the only end of physical education, nevertheless the effecting of control over the individual and over his group constitutes one of the important, and often one of the unrecognized aspects of the work. By control I do not mean the setting up of a machinery which might conceivably be substituted for the police force, although such might be the implication, testified to by intelligent police officers in many cities who recognize the importance of a recreational program in keeping the amount of crime at a minimum. I do mean, however, that physical education should exert such direct control upon the person as the acquisition of desirable skills, the formation of socially valuable habits, the development of socially responsive attitudes—to the end that control in its best sense may be effected. What those skills are and should be depends greatly upon the kind of culture in which one may live. They may not be exactly the same in rural as contrasted with urban areas; in homogeneous as contrasted with heterogeneous groups. But it is fair to assume that certain habits of genuine cooperativeness and attitudes of social solidarity should be the general outcomes. What these exact skills, habits, and attitudes should be, together with materials necessary for effecting them, is, for the moment, quite unimportant. Probably the manner in which the material is used is more important than the selection of any piece of material. It is enough that we recognize the functional value of physical education in exerting these direct controls.

In addition to the controls of a direct character there are those of an indirect nature. We learn to play games, to

participate in dances, to skate, to swim—to do a great variety of activities, not for the mere acquisition of skill but to have these activities serve as substitutes for activities which may

be much less socially desirable. Would anyone contend that the “kid on the bum,” cut off from normal institutional contacts of family, school, church, and community, is to be desired socially to the youngster who is engaged in a variety of games and sports? Are gang members in their undirected activities, the like of which Thrasher describes and which Furfey has studied, to be preferred to the camping group, the scouting group, or the local playground group? Is the city dump, as an outer fringe of civilization, preferable to the playground, the swimming pool, or the scout meeting? Are mixed sports to be preferred to necking? Are mixed games to be preferred to dimly lighted dance halls? Is the sexually delinquent boy or girl as well adjusted, as well poised, as well socialized, articulated, and integrated—to use some overworked words—as the boy or girl who is less conscious of sex distinctions and whose expressions are found in games, sports, and activities of a wide variety? Are not the students of children’s delinquencies coming to recognize the importance of a well-rounded program of games and sports as a means of curbing the development of anti-social habits?

This leads us to an important phase of indirect control as represented, for example, in the power which physical education might have in regulating the conduct of the sexes. I approach this aspect of the problem on the fundamental assumption that, among other things, the activities of the school should be designed to enrich the relationships of the members of the monogamous family. What can physical education, in its totality, do for the development of a wholesome relationship between parents and children? How far could we go in developing a camaraderie between young, unmarried people, rather than secretiveness; frankness and courtesy rather than suggestiveness; mutual respect rather than ignorant distrust by a program of some mixed athletics and physical education? Might it not be claimed that the physical activities of the German Youth Movement illustrate what might be done in this field?

In the first place I do not share the horror of some people in the suspected physical inability of women and girls to play some games. I am not certain whether mixed games could be carried through all ages. I am certain that games and activities which girls and boys play could be played jointly for more years than they are now done in most school systems. This is true even of contact games and activities. Of course it has not been done because we have been interested in the game rather than in the child. We have wanted expertness in football, hockey, tennis, or basketball rather than the development of the person.

This raises the question then of why we should have separation of boys and girls in physical education and if they are to be separated, when? I merely take the position that we have overemphasized the separation, and by doing so we have curbed one of the important avenues for indirect control over individuals. Men and women in modern society are associating constantly with greater freedom and equality. Why then continue to separate the activities for boys and girls? Why should we continue to emphasize physical education for men and physical education for women?

Instrument for Developing Personality

In addition to the direct and the indirect controls which can be exercised as outcomes of physical education I should like to turn now to a second phase of the problem—that of serving as an instrument for developing personality. By personality I mean the sum of all the traits which the individual possesses. That means more than a “grand” manner. It means more than an ability to dress, to appear impressive, and with that, often to appear mentally dull. It means more than carriage and posture, as important as they are in personality. It means more than talkativeness and effusiveness, as important as they are in making temporary and superficial impressions. It means development of personality by having what W. I. Thomas designates as one of man’s basic desires—the desire for new experiences—vivid and rich. The good drama coach should be able to develop an inarticulate person to the point of enjoying the acting of even a minor part. The good physical education teacher should be able to get us to share in the activities with the result of enriching ourselves to the extent of one more experience—an experience too that we should enjoy. Then this new experience gives us certain esteem and approval of ourselves, if not from our fellows—a second basic interest of man as Thomas describes them. Closely associated with these two basic interests is the desire of man to live creatively. While my lack of experience does not allow me to see any creative aspects in certain games, nevertheless I do see great possibilities for creation in the dance, creation that may not be immortal so far as the dance is concerned or so far as the dancer is concerned, but creation that is a wholesome and desirable part of the integration of the personality.

Instrument for Health

A third outcome of a physical education program is that of health. Two decades ago and even more recently the major emphasis in physical education was the development of sound physical health. While remedial and correctional work, together with the general physical well being of the participants, continues to constitute an important phase of the work, nevertheless this emphasis should be made, and doubtless is, subservient to one of several other outcomes.

When we consider health we need to include not only the physical well being of the person but the mental health as well. Mental health may reflect itself in freedom from inhibitions, in ability to engage in varied intercourse with one’s fellows, in zestful participation in a variety of activities—in short, in a well coordinated and integrated personality. The shy, the recessive, the uncommunicative, the secretive modes of behavior have no place in a well-ordered

life. The person who has been frustrated in many things is certainly not likely to be well developed socially. The field of physical education should give the person an opportunity for new experiences, to the end of developing his or her latent powers, and more ultimately to the end of gratifying the ego by way of physical activity, together with the social intercourse which accompanies it.

It should be noted, however, that mere swagger is not enough to demonstrate one’s prowess. Here lies the danger of specialization too early in one’s career. For those physically proficient, physically coordinated, there is no field quite so alluring as physical education. And because of that fact there is great danger that the individual who begins specializing early neglects to expose himself to a wide variety of intellectual interests beyond his or her field—to the end that the swagger which one sees sometimes is doubtless a manifestation of recognized deficiency on the part of the person concerned. These varied intellectual interests can be developed only in so far as the student has been exposed to a core of materials in science, social science, and the humanities which will enable him or her to become an educated person in the best liberal sense of the term.

Instrument for Leisure

While the field of physical education may have a variety of objectives, I consider none of them of greater importance than the functioning of the field in filling the gaps in our social system by providing tools for leisure. With the processes of mechanization having been revolutionized, we find ourselves, within two decades, turning from the twelve- to the ten- to the eight- to the six-hour day, with no assurance whatsoever that there is enough work to keep all workers occupied on the basis of a thirty-hour week.

With this condition what can the school do, for the problem of leisure is a problem for every subject field in the curriculum? More particularly, what can physical education do? Some people would have physical education encompass the field of leisure but I am confident that no one subject field, as such, can be made sufficiently inclusive to take in all of the burden of relieving the recreation situation.

There are several things, in this direction, that physical education can do and is doing. It can emphasize a broad, inclusive, varied program of sports and games to include all persons who are physically capable of engaging in any sport. This will mean that in our large high schools every sport from golf to football, from tennis to cricket, from hockey to archery must be offered in order to round out a program. In the second place it will necessitate an emphasis upon those activities which will accommodate large numbers of people. In the third place it will be important to emphasize those sports which can be set up at the lowest cost. And finally, emphasis must be placed upon those activities, and in those forms, which would minimize stardom as an end to be attained.

All this will require skillful teaching and directing. It will require teachers who see the situation in its totality despite the allurements that come in the necessity to produce more than one’s share of athletic stars. It will further

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Self-Activity and Release of Personality

By

EDWARD R. MAGUIRE

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New York City

TODAY, I want to talk to you about Freedoms and about Self-Activities, and about Personality and Character Education and Citizenship and Government and Cooperation and Discussion and Evaluation.* And to reach these topics I shall also have to discuss Organization. I am here to appeal for these factors of the everyday modern public school because these are the elements, the fundamentals, through which the school that faces the future must develop.

There will not be time to discuss with you the teaching-learning process: the division of the partnership contributions between teacher and pupil. I should like to enumerate the contributions each can and does make to the partnership—the teacher contributing knowledge and guidance and wisdom and understanding (and the greatest of these is understanding); the pupil willingly contributing curiosity, restless energy, desire to know, to participate, to do, to apply, to discuss, to evaluate, to measure, to share. I have not time to outline the balances of these shared contributions and to indicate the direction of the development of teacher skills to put them to profitable work; suffice it for us to call to mind again that the teacher-learning process is a *partnership* and that both teacher and pupil share the contributions and the profits. If I could broadcast the idea of the *partnership*—not a new idea certainly but also not a common idea if one may judge by the comments of observers who visit my school—if I could broadcast the idea of partnership and get teachers to listen in with their hearts as well as with their ears, I should go a little way along the road to freedom, to democracy, to the development of attitudes.

NOW, with that introduction: Do we agree that the new education has discarded the lecture method? Is old John A. Comenius dead and buried? Is the logical idea of teaching actually seen as a logical idea and not a psychological idea? Is it agreed that Dr. Comenius never took a course in psychology?—and that his idea of the pouring process—the teacher as a fountain of knowledge and the pupils as jugs to be filled—has passed out—or has it? Is teacher domination with us yet? Are we still floundering through the old *fear* and *coercion* philosophies? Or have we made up our minds to discard old failures and look forward to new successes?

Not so long ago, I came back from an educational meeting at Minneapolis, where I was deeply impressed with two things: (1) that the social studies must become the core of the school; and (2) that the Washburn-Crosby Flour Mill turns out 16,000 barrels per day and that I counted just twenty men working there. I did not see anybody making flour. The men I saw were scrubbing floors, oiling engines, and loading cars.

Are we not impressed with the new outlook? What are

we fitting our students for? It cannot be for work and labor. I saw a ditchdigger out West cutting a ditch about three feet deep and a foot and a half across at about the speed of a man walking. Two men strolled along beside the machine. The virtues of labor are going to be hard to teach.

Although we must let that subject drop, at least I may be forgiven if I mention again the fact that we are teaching for a changing world, a world that has been in the process of changing for quite awhile. Let us hope that it has not already left some of us behind. But, regardless of what the world does to itself, or what it does to its dwellers in the cities and elsewhere, there will always be people—*always* the eternal problem of people; their wants, their desires, their need for living together, their need for socialization, for government, for law; for a social, an economic, a political, an industrial, a financial order.

I want to speak of new learnings, of new schools, of new procedures. And I want to speak of realities. I am weary and so are you of theories and advanced ideas that do not seem to advance. I want to speak of workable things: I want to speak of *working* things, things that my own school does every day, things that I know, that I *do*, and that you can check me up on.

BASIC in the modern school is *socialization of the learning*. There is no learning *alone*, there is no such thing as *I* only know or *I* alone have worked out such and such. And if there was such learning it would be useless in a school. There is no *learning*, because there is no *growth* where there are not also the social interrelations, the social contacts, the social reactions, the social values, the social *sharings*. And the last is the greatest. My very being here exemplifies it: I think I have discovered something, but it is nothing until I share it with my pupils, with my teachers, with *you*.

Socialization is basic, true enough. The social studies will be the core of the new school curriculums and the heart of its so-called extra-curricular activities, and it will be the focus and the energizing force of its classroom techniques. There in the classrooms, the school lives its life. Broadly speaking, there is nothing in the school that *does not get into its pupils' lives in the classroom*. The teaching must be a social act, the learning must be a socialized function. Its ideals must be social ideals. That day is gone that glorified "success in life." That day is gone that glorified wealth. That day is gone that justified itself in a culture "of all for the few and the

*A paper presented before the Eastern District Association Convention, April, 1933, at Springfield, Massachusetts.

devil take the hindmost." Those days have gone forever.

Visit a huge industrial plant (if the day ever returns when there will be again any industrial plants working). I visited huge plants in Cleveland, Ohio, some years ago. I was appalled at the sight of the workers handling huge cranes carrying enormous cylinder blocks weighing tons, men walking underneath these swaying masses in smoke and fumes, risking their lives on the holding power of a block and fall—pale-faced worn men, worried men—if you like, ignorant men. And then I visited the residential suburbs. I saw there mansions in which dwelt the proprietors of the foundries, and I was struck with the inequality. You have the same thing in New England. Is it necessary to expand this thought?

The need for socialization of education is too obvious to need further amplification.

Dr. Redefer, Secretary of the Progressive Education Association, said at Minneapolis last month: "The philosophy of pragmatism or experimentalism to which education gives lip-service has been disregarded in actual school practices To many, philosophy has come to mean what a man says and thinks rather than what he does. . . . What the school does is a better indication of what the school believes than the tenets of the educational philosophy class This transition period of American life provides an unusual opportunity for changes in education. American educators have the opportunity to demonstrate creative, constructive, social leadership. They have the opportunity to build a truly educational program, etc."

Will we do something in our schools? Will we cause a change in pupil lives? Will we modify the very environment in which we work?

SO MUCH for socialization—let it take its forms in curriculum changes or in teaching-learning procedures. Or rather, so much on the need of socialization. The real question to bring before you is: how may socialization function? How may the idea be put to work?

Admitted that we must socialize our classrooms and our auditoriums and our gymnasiums, the idea of the socialized schoolroom connotes still other ideas.

1. That there is no socialization without self-activity.
2. That there is no self-activity without freedom. That there is no "self" without freedom.
3. That there is no freedom without government.
4. That there is no learning apart from all of these together—that one connotes the others.
5. That personality is that which can be integrated.
6. That character is that which can be socialized—that character education is the creation of a way of living.
7. That personality must be on the way toward integration before it can be released.

Thus, any teaching-learning procedure which has for its objective personality integration and character development must be socialized procedure, a freedom procedure, a self-active procedure, a governed procedure; and it must recognize that its activities can only result under *organization*. So it is obvious that we have come back to the two sides of the partnership again, the Pupil-

Teacher Partnership. This partnership has duties and contributions by the pupil and duties and contributions by the teacher—briefly, the one contributes his interest, his curiosity, his restlessness, his exploration; the other contributes his wisdom, and that wisdom manifests itself in one way in particular, the power to *organize*.

THE Group Study Plan recognizes four *pupil self-activities*, and makes four *organizations*. The self-activities that may go on in any classroom, in fact, that must go on in any classroom, including the gymnasium, are:

1. Study. 2. Discussion. 3. Evaluation. 4. Government.

These are the self-activities of learning in any field, and when I say self-activities I mean pupil self-activities as differentiated and separated from teacher activities. All four of these things the pupil can do and must do if he is to *learn*, and all four must be done if this learning is to be a socialized learning.

By *Study* I mean any intensive application of the self to a problem, and that problem or project is just as fit in the gymnasium as in any other "classroom."

By *Discussion* I mean a free participation in the exploration of the problem by all whose problem it is. The discussion usually takes the form of talk in academic subjects; in your gymnasium it will take a modified form of "you show me and I'll show you."

By *Evaluation* I mean a checking step; a step toward rightness and democracy. The evaluation step affords opportunity and scope for the pupil first to check his own performance of the problem; second, to submit his performance for the approval and criticism of his fellows and of his leader; and, finally, to submit the finished job for the teacher's critical eye. This step is obviously fitted to the gymnasium work.

By *Government* I mean exactly that. I mean that the government of himself and his group is in the hands of the pupil. All four of these activities, I remind you, are pupil activities; they belong on the pupils' side of the partnership.

NOW for the teacher's side: the teacher has one great power that the pupil lacks; that is the power of *organization*. The pupil can be active but he cannot organize; this he learns only by imitation and practice. The teacher, in the Group Study Plan, is called upon to organize four factors:

1. Time. 2. Subject matter. 3. Pupil personnel. 4. Checks.

All four organizations are basic to every lesson period in every subject, including physical education.

The Organization of Time is "a period organization card" that shows to the pupil what he is to do with every minute of his time in the period. It may show, for instance, that when he enters the classroom or the gymnasium he is a member of a certain group with a certain problem in a certain part of the floor for a certain number of minutes; that his next ten or fifteen minutes is devoted to a second activity; and that another definite portion of his period is spent in a unit class-audience situation or attention to a teacher-demonstration.

The Organization of Subject Matter is a prospectus or program or schedule of topics which are to succeed each other over a period of six weeks. This prospectus sheet is usually handed to the pupils. It provides for the topic by weeks, the references, the leaderships. Its use in the gymnasium is in more or less restricted form. It is the teacher's term plan, glorified and expanded and handed to the pupil. There are no secrets in the Group Study Plan—it is a partnership.

The Organization of Pupil Personnel is a grouping into small groups within the class, each group with a task fitted to its capacity and with a pupil leader to direct and control its actions. These are the groupings which make everything else possible. The group is the social unit of the classroom or gymnasium. Members of any group are partners with each other as well as with the teacher. Each member feels bound to his little community by a common interest, each helps his fellow so that there may be a group success. It is a group project set-up—one for all and all for one—a community interest. Naturally the teacher sees to it that the group personnel is homogeneous; not homogeneous by intelligence, but homogeneous on the basis of immediate capacity or imminent need. A pre-test has resulted in a list of names in descending order of proficiency. What more natural than to take advantage of the resultant quartile groupings and to break these quartiles into as many sub-groups as ingenuity can provide for? Now supply to each group its study guide-lines (also in the gymnasium) and a qualified leader, and they are off to work on their "stunt" or other activity problem.

The Organization of the Checks is a formulation of pre-agreed-upon aims that are now set up in a checking form and all individual performances are checked against it. The pupil appreciates its sanity, its objectivity, its democracy.

Where does the release come in?

The secret is in the *groupings*. When that stiff and formally classified "class" enters the classroom or the gymnasium in its traditional form it awaits the command of the teacher; it sits, or in the gym it stands or squats on the floor, and *waits*. But in an activity school there is no need for waiting or commanding. *The Organization of Pupil-Personnel* has already given each individual his group, so he knows his associates; the *Organization of Time* is a schedule hanging on the wall or copied in the individual notebooks, so that each pupil knows how his period is to be divided; the *Organization of Subject Matter*, his prospectus, he always carries with him in his notebook or again he will find it tacked to the wall; the *Organization of the Checks* is perfectly familiar and found in the same places. So, he joins his group, in the right place, at the right time, does the right thing, checks himself, and is checked on the right points.

OBVIOUSLY the procedure tends to become automatized. The thing begins to work by itself with the teacher an apparently inactive guide and engineer. And the *leaderships* begin to function in the groups *because* the teacher stays out and the responsibility automatically falls where it belongs—on the pupils. Of

course these are guided leaderships, prepared leaderships, resultants on the Gym Leaders' Club or any Leaders' Group in any academic subject. Then there are followers as well as leaders; democracy begins to function and participation becomes the rule, not the exception, because the activities are *community* activities, group projects; and government becomes a pupil activity because the value of government becomes obvious to the pupils who have accepted responsibility for their own progress. The pupils are very quick to appreciate the fact that *freedom* is highly desirable, but that there is no freedom without government. So government in the school becomes functional because its need is an actuality.

The government of a school is a major factor in the growth toward release of personality. As long as the teachers have the main interest in government there is an erroneous situation; but as soon as the government is seen as a pupil-need and a pupil-obligation something happens. Attitudes arise which were not before so evident, and released personality reveals itself in pupil attitude toward the work, toward each other, toward the teacher, toward the institution.

Ratings in deportment in my school are not made by the teachers at all. All behavior ratings for rollbook and report card purposes come from the student-body itself, voiced through the school court of the school city. We call the ratings "Character" ratings, and we have made Character a major subject; in fact we have made "Character" a major of majors, and the edict has gone forth, "*Flunk your character and you flunk all!*"—which is, in truth, the case. It means that the "School City" ratings are school ratings; that the pupil-imposed marks in deportment are the school's official marks in deportment; and that the principal and the teachers together *stand behind* the results.

The School City Plans of different types have been voted failures in so many places! Yet mine is over twenty-five years old and I could not get along without it, because its maintenance has developed invaluable attitudes of pupil-to-pupil relations and of pupil-teacher relations. Its existence has vitalized and dramatized the idea in the pupils' minds that, as they are self-governing and everybody knows they are self-governing, there is no need for suspicion, for teacher watchfulness. As every teacher agrees not to be annoyed by the pupils there are no pupils doing things just to annoy the teacher. In fact, annoying the teacher is not one of our school crimes! But being unsocial is a school crime and being unsociable is punishable in the school court.

LET me take a word to describe my school. We are a junior high school of 3000 pupils, 73 classes, and 102 in teaching, supervisory, and clerical personnel. We have a magnificent building, the finest and newest in New York City. We have 14 shops, an auditorium seating 725, and 2 gymnasiums above that each as large as the auditorium. We have an excellent library, a cafeteria seating 600, a teachers' cafeteria, teachers' restrooms, and excellent equipment for art, music, and the sciences. Altogether it is an excellent set-up. Our children are of

(Continued on Page 54)

The German Turnfest at Stuttgart

By

W. K. STREIT

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THE IMPEL-
LING motive
for my trip to
Germany and the
high point of the
physical education
tour in that country

during the summer of 1933 was the Fifteenth National Turnfest, held in the city of Stuttgart from July 21 to 30.

Six hundred and fifty thousand made the pilgrimage to Stuttgart in order to attend the festival. The city itself has a population of only four hundred and fifty thousand. The accommodations of the participants and visitors, the preparation of the arenas and other places where the contests were held, the feeding and lodging of the people, the arrangement of the individual events, the entertainment of the visitors, all dealt with vast numbers. From the point of view of participation, enthusiasm, and quality of performance, it was probably the greatest German folk festival of all times.

It was truly a wonderful experience. At no time have the environs and the city itself been so beautiful and so completely decorated with hundreds of thousands of flags and banners, in themselves a warm greeting to the visitors and a display of affection for the German Turners and the national government.

We were treated with the utmost courtesy and shown every consideration. The people were most hospitable. In fact, Stuttgart really outdid itself in this respect.

The men and women who attended this festival were of average means and consequently food, transportation, and lodging had to be reduced to a minimum in cost. This was willingly done by the good people of Swabia who threw open their doors to house the vast army of visitors.

Many received no recompense but were willing to share with their fellow Turners to the last bite.

All street cars led to the festival grounds,

making it impossible to err. Parking facilities were ample, a new auto road had been built, taxis were in abundance, and every phase of the traffic situation was perfectly organized. This type of thorough organization characterized the entire Turnfest.

The casual observer has no idea of the unending, painstaking labor that is required to prepare the plans and execute them for such a gigantic festival. Every event was begun and completed on scheduled time in spite of the complexity of the program and the vast numbers taking part. It was a real pleasure to observe such clock-like precision and punctuality. The organization of this Festival was a testimonial to the talent of the remarkable men at the helm and to the loyalty and ability of the masses to carry out instructions. Everything was clearly designated in our two hundred-page festival book. There was no excuse for any visitor not seeing what he wanted to see. Of course, the seating capacity was limited for the big demonstrations and only those who had made reservations in advance were assured of seats.

These German Turnfests are by no means copies of preceding festivals. Each has its own character depending on the period of time in which it is held. The Festival in Munich in 1923, the first to be held following the World War, was an expression of yearning for more freedom and

unity of the nation. The Stuttgart Festival might be designated as the fulfillment of this desire for national unity, the festival of the new nation, the enthusiastic acknowledgment of the devotion of more than a half million Turners to the new state. The Stuttgart Turnfest was

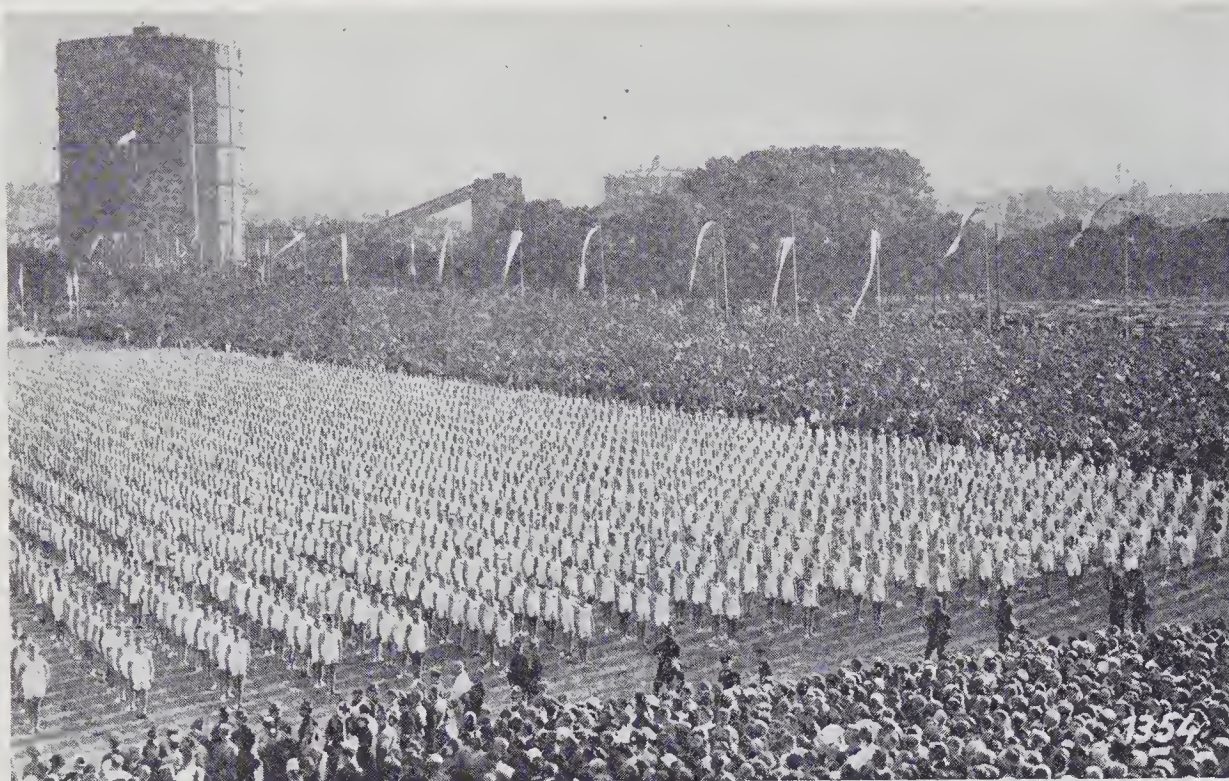
no longer a festival of a federation of German societies; it was in its prodigious manifestation of their fidelity and love of country, the work of the whole nation—a genuine, heart-stirring festival of the German people.

Unfortunately, one hears many untruths and garbled tales about condi-

tions in Germany. But one glance at Stuttgart was all that was necessary to disabuse one of any preconceived notions regarding the so-called



Beautiful form and control are exhibited in the finish of this parallel bar exercise.



One section of the 50,000 men who performed on the final day of the festival.

turmoil of the bloodless revolution. He who saw the cordial relationship between the people of all classes, the good fellowship that prevailed in the almost uncomfortable throngs, and the earnest devotion to a common cause, realized that from these days spent at Stuttgart would come new courage and new standards and that the foundation of a new, happy, and strong nation was being laid. "Turning" is more than mere body culture. It is a perception; an occupation of the people and a living, forceful truth in their lives which they recognize through the deed.

German Turnfests are held every five years. They are mass demonstrations of folk progress and of the unity of German folk stocks. The growth of the attendance figures of the German Turnfests and the enormous size they have attained can be seen from the following figures:

1.	1860 Colburg	1,000
2.	1861 Berlin	2,812
3.	1863 Leipzig	20,000
4.	1872 Bonn	3,500
5.	1880 Frankfort a M.	10,000
6.	1885 Dresden	18,000
7.	1889 Munich	20,000
8.	1894 Breslau	11,500
9.	1898 Hamburg	27,000
10.	1905 Nürnberg	30,000
11.	1908 Frankfort a M.	45,000
12.	1913 Leipzig	65,000
13.	1923 Munich	350,000
14.	1928 Cologne	500,000
15.	1933 Stuttgart	650,000

German turning owes its origin to the creative spirit of Frederick Ludwig Jahn, who, in 1806 and 1807, collected the young people of Berlin about him and carried on physical exercises. These exercises he called "turning." He opened the

first turning field at the Hasenheide in 1811 and this was enormously attended. It was Jahn's idea to educate the young people to simplicity, to economy, and to modesty in their demands on life. Turning, as Jahn taught it, was open-air activity. One practiced running, jumping, throwing, swimming, played games, wrestled, climbed. All kinds of new exercises were devised as well as new types of apparatus, among them the horizontal bar and the parallel bars. Vaulting, fencing, and hiking were also encouraged.

Nowadays, one cannot think of a Turner association without thinking of hiking.

Jahn's conception of turning embraced all kinds of physical exercises including sport as well. It was natural, therefore, that such activities as rowing, sailing, riding, gliding, etc., were taken up by the Turners. But Jahn felt that turning should not be only a bodily activity. For him the term denoted an attitude of mind and the development of a personality. In other words, turning was a philosophy of life.

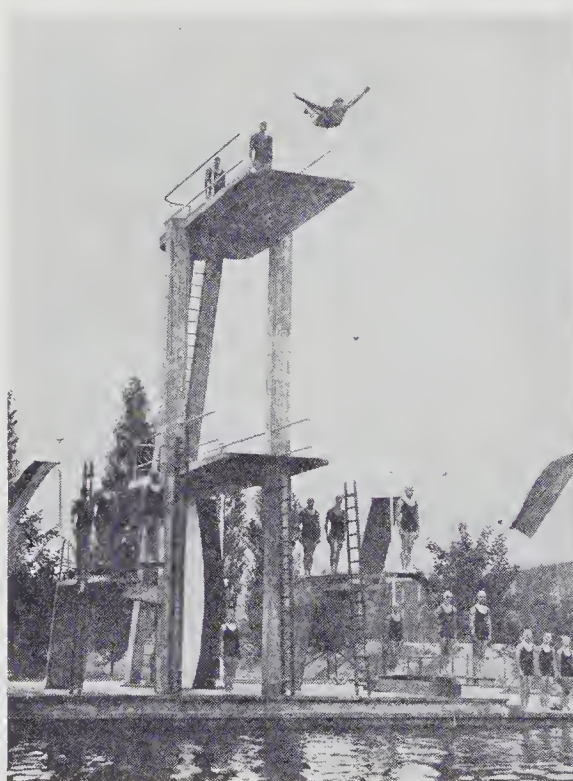
The first association of Turners which was founded in 1848, proved a failure. Not until 1860 did peace and unity come into the ranks of the German Turners. Since then, the development of the national association has been a progressive one, not sporadic but steady. To-day, the total memberships run over two millions.

The Turnfest at Stuttgart was the largest and finest of all the festivals held by the association. The number of activities and affairs held in connection with this meet was enormous and the diversity and attractiveness of the events on the program were unusually great.

The Turners aim to secure the participation of the people in the festival. For this reason the exhibitions and contests are not limited to the German Turner Association but also include the schools.

On the opening days there were demonstrations by the boys and girls of the schools of Greater Stuttgart, competitive activities for the police, parades, celebrations, and

View of new standard ten-meter diving platform



dedications of various kinds. The intensive activities began Wednesday and concluded Sunday evening. The parade of over four thousand flags of the Turner Societies through the downtown streets, immediately preceding the official opening on Wednesday evening, was a most impressive sight.

The two following days were devoted principally to prize contests. The team events were carried on in eighteen geographical divisions in order to expedite matters, for the number of participants runs into the ten thousands.

In the various multiple event competitions for men were included twelve-event, ten-event, nine-event, and five-event contests in various classes according to age. In the women's division, were the seven- and four-event competitions.

The twelve-event (*zwoelfkampf*) is the competition in which the best "all-round" men participated. It is that branch of the competition which is considered the true test of skill, strength, speed, and endurance. The winner of the *zwoelfkampf* is for this reason the Turnfest hero. In 1928, this honor was won by an American, Emil Preiss, now teaching at Pennsylvania University, and in 1933 the winner was Kurt Krotzsch of Leipzig.

The *zwoelfkampf* consisted of two obligatory and one optional exercise on the horizontal bar, one obligatory and one optional on the parallel bars, one obligatory exercise, one obligatory vault and one optional vault on the horse, one optional free exercise, hundred-meter dash, running broad jump, and hurl ball throw for distance.

The pentathlon for men consisted entirely of field events, the high jump and shot put being added to those mentioned above. The other competitions were combinations of apparatus and track and field events.

In the women's division the septathlon consisted of one obligatory exercise on the horizontal bar, side horse, and a compulsory free exercise; one optional on the parallel bar; seventy-five-meter dash; running broad jump; and one and one-half pound ball throw. In the women's four-event competition, the eight-



The Stuttgart Festival Grounds showing: stadium, playing fields, large meadow for exhibitions (Festwiese), tennis courts, swimming pools, river for rowing and sailing, apparatus, fencing, and refreshment tents. Hills in the background.

pound shot put was added to the three track and field events mentioned above.

At 6:30 A.M., the Turners gathered on the field in their respective sections as indicated on the cards which they received from their society leader or *Turnwart*, and under the direction of a squad leader were taken to their first event. The leader carried a banner designating that particular squad and remained with the squad until it had finished all events. In addition to acting as guide, he recorded all grades given by the judges and totaled the contestants' points at the completion of the last event.

All apparatus work was done under cover of huge tents and all apparatus was in perfect condition. The spectators had some difficulty in viewing this spectacular work, being crowded ten deep around the outside rail. There were two

judges who graded independently on a ten-point basis and then totaled their points which the leader recorded on the participant's card. Field work was judged on a basis of twenty points, standards having been previously set, and here again only full points were credited. All running events were electrically timed.

Over one hundred twenty thousand exercises were judged, timed, and measured in one day, a noteworthy accomplishment and one requiring careful organization as well as sincere and honest cooperation on the part of an army of judges and leaders.

The game competition consisted of fistball, batball, handball, football, and tennis. An increasingly large number of men and women have been

Apparatus work and games make an appeal to these "old timers."



competing in these games and large audiences were always on hand to revel in the excitement.

Football and handball are probably the most popular, the latter game being modeled after soccer football, with the ball being advanced by throwing and passing instead of kicking. Not more than three steps may be taken with the ball before it is thrown. Eleven players constitute a team and the game of handball is played on a football field. Many of these fields may be seen from the train windows as one rides through the country. Sport is exceedingly popular in modern Germany.

Fistball is similar, in some respects, to volleyball, except that the ball is always hit with one fist, a larger court is used, and a bounce is permitted in relaying the ball from one to the other. The game is much slower than volleyball and would not "take" in this country. Batball involves running, throwing, dodging, and batting a small ball which the batter tosses into the air. It is very elementary when compared with our game of baseball.

Tennis is no longer a game for a few preferred and talented sportsmen and not a mere pleasure for young gentlemen and pretty girls. It has become a popular game for the masses. During the past five years, I have seen a great development in the popularity of this game in Germany. Their courts are kept in perfect condition, being made of red clay found in many parts of the country.

A new feature introduced into this festival was a competition for youths involving natural barriers such as wall scaling, crawling under the obstacle, jumping a ditch or water hazard, walking a fallen log, etc. Sailing and rowing also attracted many competitors.

Legalizing of fencing in the German universities has probably given an additional impetus to foil and sabre fencing among the Turners. The fencing tents were always crowded with eager spectators.

The water sports, too, were exceedingly popular, probably more so than in previous festivals. Over four thousand societies in the association provide regular swimming instruction. In my opinion there has been marked improvement in the springboard and high-diving competition and an unusual interest taken in waterball. Their speed swimming lacks development because of the emphasis on the breast stroke.

One of the most impressive sights of the whole festival was the demonstration by eight thousand men between the ages of forty and eighty-six years, showing free exercises (calisthenics) and apparatus activities. The large and enthusiastic participation by these veterans indicated that turning can be practiced to advantage until an advanced age has been reached and that it has definite "carry-over" value.

The district demonstrations (model work) were also well worth seeing. The various districts send as large a number of Turners as possible in order to show, through various types of activity, what has been accomplished in turning. Included in these demonstrations were various forms of free exercises and dancing by men and women, fencing, hurdling, swingball, rope jumping, ball exercises, folk dances, vaulting table, exercise with a percussion instrument, tumbling, hand balancing, large flag swinging, long bench exercises, and various types of apparatus work.

A special demonstration by two hundred women of the Loges School of Hanover was received with thunderous applause. After performing a great variety of activities in nearly perfect fashion, the group concluded with a mass speaking chorus number entitled "The Awakening." Carl Loges was induced to come to America in 1932 to give a course in rhythmic gymnastics at the summer session of the Normal College of the American Gymnastic Union held at Elkhart Lake, Wisconsin, and may return in 1934 with a group of his students for a tour of the country and another summer session.

Eight hundred men, 100 running 100 meters on each of 8 teams, was a new departure in mass relay racing. The race was won in 18 minutes and 51 seconds making the average for each man on the winning team 11.3 seconds. There were also track and field meets for men and women in which all of the standard events were contested.

Mention should also be made of the huge dressing tents, where on separate hangers each participant hung his clothes. Not one loss of clothes or shoes was reported. The people of Germany are absolutely honest and take pride in caring for a neighbor's possessions.

The entertainment for the participants and visitors was of the best. In all of the large eating and refreshment tents, each accommodating about five thousand, two bands were stationed, and so one sat and ate while listening to good music. One thing that I shall always remember, following a strenuous day at the festival, is dancing on the ground floor of one of these beer tents between the long rows of tables to the strains of "The Beautiful Blue Danube" played in real waltz tempo. There was also a street of shops on the festival grounds where one might purchase everything from the proverbial needle to an elephant, and everything at a very reasonable cost.

In the city of Stuttgart, special programs had been arranged at all the large gardens and cafes, splendid outdoor performances of the opera given, and in each instance, in spite of the enormous crowds there was never the slightest confusion. Everything was handled in an expert manner and the courtesy of the ticket sellers, ushers, and waiters in the hotels and cafes was indeed remarkable. Everything was so well handled, there was nothing left to be desired.

The final day of the festival was a gala day. In the forenoon was the festival parade through the streets of the city, divided into three divisions of fifty thousand Turners each. The greeting "Gut Heil" rang through the morning air as the long columns of marching men and women wended their way past stationary bands to the reviewing stand. It was an army of healthy, white clad sons and daughters of the new Germany.

After the parade, when the participants had had a chance to rest, they all gathered on the festival field. For this final demonstration, a special field had been constructed since the usual arenas are far too small. Approximately two hundred thousand people found vantage places along the four sides of the field and another hundred thousand performed.

The program opened with a dance by thirteen thousand women. This was followed by a javelin throwing demonstration by two hundred men. Then suddenly there appeared over the field the great glider of Germany, Wolf



A dexterous performance on the flying rings.



17,000 women converging toward the flag swingers in the center circle.



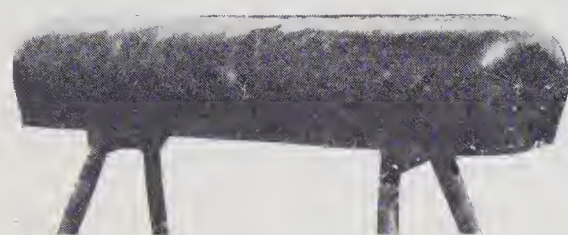
Adolph Hitler and members of his cabinet greeting the masses at the Turnfest.

Medicine ball exercises performed en masse.



A perfect dismount from the high bar.





The winner of the "Zwoelfkampf" performing the stoop vault.

Hirth in his gliding plane. He circled the field in beautiful sweeping curves and then to the wonder of all, began looping the loop in his motorless ship. He continued his graceful maneuvers in the air while all gazed heavenward in amazement. At the appointed time, he made a perfect landing, bringing his plane to a stand in the center of the field before the box of Adolph Hitler. (One week later a brand new world's record of thirty-six

and one-half hours in the air was established by a German glider in East Prussia.)

Then came another relay race, between the eighteen Turner Districts. This proved quite exciting as the boys from Swabia came from behind to win, much to the satisfaction of the home town people.

Through five entrances came the fifty thousand men, all dressed in clean white costumes, and twenty thousand women in blue. They marched upon the field eight abreast in perfect step. This was followed by the appearance of four thousand flags and banners of the societies of the association. The flags were dipped in memory of the fallen while the band played "I Once Had a Comrade."

The blue mass of twenty-thousand women was then arranged in open order for the execution of their rhythmic free exercises. This was followed by a similar demonstration by the men. The sight of these large groups upon the field was almost overpowering. Once seen, it can never be forgotten.

Oak wreaths, the symbol of victory and the only prize given by the Turners, were then distributed to those who qualified. The winners are indeed proud of these wreaths and most of them wear the wreaths as a head-piece until they arrive home.

Chancellor Hitler's brief address at the closing ceremony was a

forceful recognition of the tremendous value of physical fitness as a factor in the political preservation of a nation. It is well worth studying. Those ambitious leaders of people who at present are making a supreme effort to crown their public careers by nipping off a mill or so from the tax rate, by curtailing or abolishing all "frills and fads" in education, which of course, would include most of or even all physical education, would do well to pause and ponder deeply the significance of individual physical fitness attainable only by a careful and thorough training from childhood, as expressed by the leader of one of the most stupendous governmental experiments now being conducted in this sick world with the hope of bringing civilization safely through the present crisis.

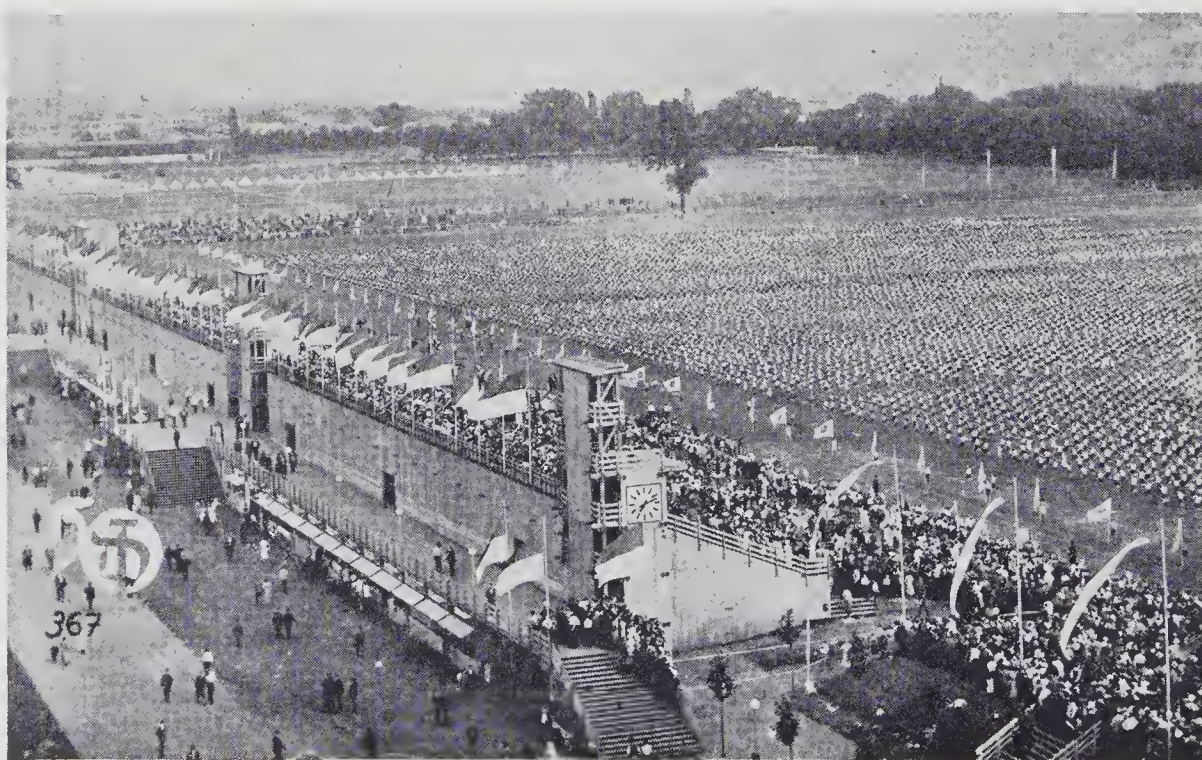
"Whoever longingly desires, as we do, a strong nation, must necessarily believe in a strong generation. What significance would an exterior form be without a corresponding content? Only an illusion. Who would expect more strength from a State than that possessed by its citizens? It was to the credit of the Father of German Gymnastics in a time of muddled state conceptions to have recognized the significance of physical fitness.

"The practical application of the idea of Frederick Ludwig Jahn led to a truly revolutionary development which, perhaps, even today is not recognized in its entirety. The so-called intellectual era, with its half-knowledge and half-culture, was on the best road to develop a thoroughly sick generation of people. The over-appreciation of so-called knowledge and the allied aversion to physical activity led not only to an ignoring of the bodily form and strength, but even to a disdain of bodily labor. It was not by accident that this era, propagated and defended by sick people, led to popular ill health, not only of the body, but also of the mind. *For when a person disregards bodily strength and health he has already become a victim of mental perversion.*

"In the long run, a truly rational mind will dwell only in a vigorous, healthy body. The exception only proves the rule. Life is not supported by weak philosophers, but by strong men. If we have today an aesthetic ideal which opens our eyes intelligently to the picture of the ancient peoples, it is only because a great German showed the way to *re-establish the balance between mind and body.* But never would Jahn's turning have become the mighty move-

(Continued on Page 57)

A view of the temporary stands and one of the district exhibitions on the "Festwiese."



Report of Honor Award Committee

and Recipients of Fellowship Awards, 1931, 1932, 1933

By

F. W. MARONEY, M. D.

Teachers College, Columbia University

tive Committee (and the Executive Council) during the National Convention, April, 1933, in Louisville.

New Standards

The Honor Award Committee recommends the adoption of the following standards or goals of achievement, to be used as criteria in the selection of candidates for the Fellowship Award. No one would question the importance of subjective analysis or personal judgment of those qualities of leadership and service which do not lend themselves to objective measurement. The Committee, therefore, recommends that these latter qualities be kept in mind in the selection and evaluation of candidates. Criteria that are fairly established, known to all, and therefore a goal to be worked for should help maintain high standards in the achievement of this honor.

THE Honor Award Committee of 1931-32, with Dr. Allen G. Ireland as Chairman, recommended the following candidates for the Fellowship Award:

Max E. Alletzhauser, Margaret Bell, M.D., Alfred Brodbeck, Julius Doerter, George J. Fisher, M.D., Otto Greubel, Emil Groener, George A. Huff, Arthur A. Knoch, Robert Nohr, Sr., M.D., Lory Prentiss.

The report was approved by the Executive Committee and accepted by the Executive Council.

After the National Convention in Philadelphia, April 1932, Dr. Ireland resigned from the position as Chairman, and Dr. Jesse F. Williams, newly elected President, appointed Dr. F. W. Maroney to serve as Chairman of the Honor Award Committee. The personnel of the Committee which functioned last year was as follows:

To Serve Until Spring 1933

A. D. Browne, M.D., George Peabody College, Nashville.
J. Anna Norris, University of Minnesota, Minneapolis.
Emil Rath, A.G.U. College, Indianapolis, Indiana.
Katherine F. Hersey, Ohio State University, Columbus, Ohio.

To Serve Until Spring 1934

Deyo Leland, John Burroughs School, St. Louis, Missouri.
Violet Marshall, University of California, Berkeley, California.
Mazie V. Scanlan, Public Schools, Atlantic City, New Jersey.

To Serve Until Spring 1935

Henry Foster, University of Washington, Seattle, Washington.
Agnes R. Wayman, Barnard College, New York City.
C. M. Miles, State Department of Education, Tallahassee, Florida.
A. G. Ireland, M.D., State Department of Education, Trenton, New Jersey.

The following names have been recently added by the Chairman:

To Serve Until Spring 1936

Hazel Rex, Board of Education, Toledo, Ohio.
Mrs. Mary Ella Lunday Soule, University of Georgia, Athens.
A. S. Lamb, M.D., McGill University, Montreal, Canada.
Paul R. Washke, University of Oregon, Eugene, Oregon.

The members of the 1933 Committee received many recommendations for men and women to be honored by the Fellowship Award and recommended to the Council the following additional names:

Miss Josephine Beiderhase, Dr. David K. Brace, Dr. Allen G. Ireland, Dr. Arthur S. Lamb, Miss Mabel Lee, Dr. Ernest A. Poos, Miss Ethel Rockwell.

The members of the Council approved of these selections. During the District and National Conventions held at Louisville, Kentucky, Wichita, Kansas, and Springfield, Massachusetts, these deserving members of the National Association were presented with the diplomas of Fellowship.

The 1932-33 National Committee on Fellowship Awards made the following recommendations which were unanimously approved by the members of the Execu-

I. A candidate for the Fellowship Award must qualify in Age, Preparation, Experience, and Character.

A. *Age*.—At least thirty-five years of age.

B. *Preparation*.—At least a master's degree or its equivalent in study.

C. *Experience*.—At least ten years of experience as a teacher, supervisor, director, or combination of same in the field of health education or physical education.

D. *Character*.—A person of fine moral character.

II. Having qualified as a candidate, according to Number I, the person being considered will then be judged according to Number III and must have met at least five of the conditions that are listed below under Leadership, Service, and Contributions.

III. Leadership—Service—Contributions.

A. Office holder in the National Association.

B. President of District in the National Association.

C. President of Department of School Health and Physical Education in the National Education Association.

D. Chairman of an American Physical Education Association Committee (not Booklet Committee).

E. President of Women's Division, N.A.A.F., or Chairman of the Executive Committee.

F. President of College Physical Education Association.

G. President of National Association of the Directors of Physical Education for College Women.

H. President of a State Association of Health and Physical Education.

I. Outstanding leadership in some special field connected with physical education or health education, not included in the above.

J. Committee work over a period of three or more years with local, district, or national organizations.

K. Twenty or more addresses before educational groups, conventions, assemblies, luncheon meetings, radio presentations, and such other meetings that are held in the interest and promotion of health education or physical education.

L. Contributing articles for handbooks, newspapers, magazines not covered in O (see below).

M. Carrying on research problems as they help to promote the profession.

N. Author or co-author of one or more books in health education or physical education.

O. Author of five or more articles which have been accepted and published by magazines of national scope—or brought out in monograph form.

The members of the A.P.E.A. who are acquainted with, or know of men and women in the profession who can qualify under the above standards will do a kindness to their friends and colleagues, as well as a service to the National Association, by calling the attention of the Honor Award Committee to these deserving candidates.

Biography of Fellows

In order to bring the material on Honor Awards completely up to date and in order to assist members who wish to propose new names to the Fellowship Awards Committee a complete list of the recipients of the Honor Award from the time of its inception is given in the following pages.

Fellowship Awards for 1931

(Biographies of the 1931 recipients were published in the June, 1931, JOURNAL.)

William Gilbert Anderson, Director Yale Gymnasium, Yale University, New Haven, Connecticut

Jessie Bancroft, Founder and Former President, American Posture League, Lake Placid Club, Essex County, New York

Howard S. Braucher, Executive Secretary, National Recreation Association, 315 Fourth Avenue, New York City

Dr. John Brown, Jr., Senior Secretary of the Physical Department of the International Committee of the Y.M.C.A., New York City

Elizabeth Burchenal, Director, American Folk Dance Society, New York City

Dr. William Burdick, Director Playground Athletic League, Baltimore, Maryland

Joseph Cermak, Chicago Public Schools (Retired), 1617 South Fifty-eighth Street, Chicago, Illinois

Lydia Clark (Deceased), Former Director of Physical Education for Women, Ohio State University, Columbus

Louis J. Cooke, Director of Physical Education for Men, University of Minnesota, Minneapolis

Gertrude Dudley, Director of Physical Education for Women, University of Chicago

Dr. Delphine Hanna, Professor Emeritus of Physical Education, Oberlin College, Oberlin, Ohio

Oliver Hebbert, Director of Physical Education, Young Men's Christian Union, Boston, Massachusetts

Clark W. Hetherington, Professor of Physical Education, Leland Stanford University, Palo Alto.

Amy Morris Homans (Deceased), Professor Emeritus of Hygiene, and Physical Education, Wellesley College, Wellesley, Massachusetts

Dr. Eugene Clarence Howe, Professor of Hygiene and Physical Education, Wellesley College, Wellesley, Massachusetts

Dr. Henry F. Kallenberg, Director of Health Education in Industry, Burdick Corporation, Milton, Wisconsin

William Heard Kilpatrick, Professor of the Philosophy of Education, Teachers College, Columbia University, New York City

Alvin E. Kindervater, Supervisor of Physical Education, Public Schools, St. Louis, Missouri

William J. Kopp, Director of Turnverein (Retired), Chicago, Illinois

Joseph Lee, President, National Recreation Association, 315 Fourth Avenue, New York City

Dr. Frederick William Maroney, Teachers College, Columbia University, New York City

Dr. James Huff McCurdy, Director Physical Education, International Y.M.C.A. College, Springfield, Massachusetts

Dr. Robert Tait McKenzie, Research Professor of Physical Education, University of Pennsylvania, Philadelphia

Dr. George Meylan, Professor of Physical Education and Medical Director, Columbia University (Retired), Casco, Maine

Dr. Gertrude Evelyn Moulton, Director of Physical Education for Women, Oberlin College, Oberlin, Ohio

Dr. James Naismith, Professor of Physical Education, University of Kansas, Lawrence

Dr. Julia Anna Norris, Director of Physical Education and Health, University of Minnesota, Minneapolis

Henry Panzer (Deceased), Former President Panzer College of Physical Education and Hygiene, East Orange, New Jersey

Ethel Perrin, Associate Director, Division of Health Education, American Child Health Association, 450 Seventh Avenue, New York City

Dr. Joseph Edward Raycroft, Professor of Hygiene and Physical Education, Princeton University, Princeton, New Jersey

William Reuter, Director of Physical Education, Public Schools, Davenport, Iowa

Charles Winfred Savage, Director of Physical Education for Men, Oberlin College, Oberlin, Ohio

John E. Schmidlin, Director of Physical Education, Public Schools, Elizabeth, New Jersey

Edward Christian Schneider, Professor of Biology, Wesleyan University, Middletown, Connecticut

Carl Ludwig Schrader, State Supervisor of Physical Education, Massachusetts, Boston

Herman Seibert, Director of Physical Education, Public Schools, Bayonne, New Jersey

George Seikel (Deceased), Former Professor, Panzer College of Physical Education and Hygiene, East Orange, New Jersey

Dr. William Skarstrom, Professor of Physical Education, Wellesley College, Wellesley, Massachusetts

Amos Alonzo Stagg, Former Director of Athletics, University of Chicago

William A. Stecher, Philadelphia Director of Physical Education (Retired), 3020 Hibiscus Drive, Honolulu.

Dr. Thomas Andrew Storey, Professor of Hygiene and Physical Education, Leland Stanford University, California

Henry Suder, Former Director of Physical Education, Public Schools, Chicago, Illinois

Blanche M. Trilling, Director of Physical Education for Women, University of Wisconsin, Madison

Dr. Jesse Feiring Williams, Professor of Physical Education, Teachers College, Columbia University, New York City

George Wittich, Supervisor of Physical Education, Pub-

lic Schools, St. Louis, Missouri, (Retired) 2212 State Street, Milwaukee, Wisconsin

Dr. Thomas Denison Wood, Professor of Health Education, Teachers College, Columbia University.

August Zapp, Director of Physical Education, Public Schools, Chicago, (Retired) 2729 Potomac Avenue, Chicago, Illinois

Carl Ziegler, Director of Physical Education, Public Schools, Cincinnati (Retired), 1551 Jonathan Avenue, Cincinnati, Ohio

Fellowship Awards for 1932

HENRY SCHUYLER ANDERSON

Yale University, New Haven, Connecticut

A pioneer who "has done a good and great work and helped to build" our foundations. In his earlier days he wrote many professional books. He assisted in the organization of the American Physical Education Association, the Society of College Directors, the Chautauqua School of Physical Education, and the Anderson School of Gymnastics. At the time of the conferring of the Fellowship Award, after over forty years of teaching, he is still in service, being connected with Yale University where he has been teaching for twenty-seven years.

JAMES A. BABBITT

Haverford College, Haverford, Pennsylvania

Pioneer worker in physical education. He was one of the founders of the Society of Directors of Physical Education serving for seven years as its Secretary and for one year as Vice-President. For many years he served on the Football Rules Committee of the National Collegiate Athletic Association, where he was for twenty-one years Chairman of the Central Board of Officials which he organized. He is a member of Phi Beta Kappa and Sigma Xi. After thirty-five years of service at Haverford he has retired with the title of Professor Emeritus of Physical Education. He now holds several hospital appointments and is very prominent in the American Medical Association.

MARJORIE BOUVÉ

Bouvé-Boston School of Physical Education,
Boston, Massachusetts

For over twenty years a leader in the training of students. Her high ideals and standards have helped to mould our present professional ideals and standards. She has taught in Smith College and in both the public and private schools of Boston. For some years she has been the Director of the Bouvé-Boston School of Physical Education. A member of many professional organizations, she has recently served as President of the Eastern Society of Physical Education.

EDWIN C. BROOME

Superintendent of Schools, Philadelphia, Pennsylvania

Educator, leader, and friend of physical education. He has served as the immediate past President of the Department of Superintendence of National Education Association. He was Chairman of the National Curricula Committees in Education. He is the co-editor of a series of health books and throughout his long and meritorious service in education has shown his interest in and support of physical education.

HARRY BURNS

Director of Health Education, Board of Education,
Pittsburgh, Pennsylvania

Physician, author, and director of health education work. His professional career is a part of the history of Pittsburgh's educational ventures. After fifteen years in the practice of medicine, he organized and directed their School Medical Inspection Division. Later he served as Superintendent of their Bureau of Child Welfare and after that organized the Department of Hygiene of the Public Schools, which he has directed for the past twenty years. He probably was the first to coordinate the school health service and physical education in one department. A member of many professional organizations, he has been honored as a Fellow of the American Public Health Association.

GERTRUDE COLBY

Professor of Physical Education, Teachers College,
Columbia University, New York City

Lecturer, author, pageant director, and teacher. Her teaching career has been fulfilled in Indiana, Pennsylvania, Minnesota, New York, and California. For the past twenty years she has been connected with Columbia University. Perhaps her most outstanding service to the profession has been the development of a natural program of physical education with special emphasis on the form and technique of natural dancing.

WILLIAM E. DAY

Supervisor of Physical Education, Public Schools,
Salt Lake City, Utah

Pioneer worker in physical education, one of the first members of the American Physical Education Association. He has served as Editor of the *Physical Training Magazine* and for many years was on the Editorial Committee of *Mind and Body*. It is he who originated the term "Physical Director." For many years he advanced our profession in the Y.M.C.A.'s of the nation. After long service there and in public school work and in many high offices he is still Supervisor of Physical Education at Salt Lake City, the scene of the last twenty-one years of his long teaching career.

E. C. DELAPORTE

Former Supervisor of Physical Education,
Public Schools, Chicago, Illinois.

For years Supervisor of Physical Education in the public schools of Chicago. He was an early leader in the organization of the Middle West Society of Physical Education and served as its President in 1927. He has been convention manager of many professional gatherings held in Chicago.

CARLOS B. ELLIS

Director and Secretary, Junior Achievement Foundation,
Springfield, Massachusetts

A pioneer in our profession who has seen fifty-two years of teaching service, this in New York, Texas, and Massachusetts. He was one of the first in the United States to adopt the overlapping period idea in physical education thus doubling the capacity for use of facilities. He has been a promoter of physical education from its

earliest days in our public schools. He is now Director and Secretary of the Junior Achievement Foundation, Springfield, Massachusetts.

LOUISE FREER

Director of Physical Education for Women,
University of Illinois, Urbana

Writer and director of physical education for women. She has taught in Wisconsin, Michigan, Minnesota, and Illinois. For the past seventeen years she has served as Professor and Director of Physical Education for Women at the University of Illinois. She is a member of many professional organizations and of Phi Beta Kappa.

ERNST HERMANN

Director, Sargent School of Physical Education,
Boston University, Boston, Massachusetts

Writer, soldier, director of recreation and of professional training. Born in Germany, he served as an officer in the German army before coming to this country. Later he served as an officer in the Massachusetts State Guard. For thirty-nine years he has taught physical education and conducted recreation in the United States, serving in a military academy, hospitals, playgrounds, public schools, colleges, and universities. He has developed play equipment and model playgrounds and is an expert on winter sports and their equipment.

In addition to the many professional organizations to which he belongs he is a member of Phi Delta Kappa. He is at the present Professor of Physical Education and Director of the Sargent School of Physical Education of Boston University.

CHARLES H. KEENE

Director of Physical Education, University of Buffalo,
Buffalo, New York

Physician, soldier, lecturer, author, and director of physical education. He served in the United States Army in the Spanish War and retired from the Massachusetts National Guard as a Lieutenant-Colonel after twelve years of service. During the World War he served as a Major in the United States Medical Corps and after the close of the war, served as Chief of Educational Service of Hospital Twenty-one at Denver.

In the profession of physical education he has served in many important posts. He has been Director of Hygiene and Physical Education, Public Schools of Minneapolis, Minnesota. He was one of the first of our state directors, holding that position in Pennsylvania in 1921. For the past ten years he has been Professor of Hygiene and the Director of Physical Education at the University of Buffalo and for several years has directed the courses in physical education in the Harvard Summer School.

He is a member of a long list of professional organizations and in many of them has held high office. He has served as the President of the Eastern District Society of Physical Education. He has the honor of being a Fellow of the American Public Health Association.

ABBY SHAW MAYHEW

Wazata, Minnesota

Pioneer worker in physical education, not only in America, but in China as well. The National Y.W.C.A.

considers her its most outstanding pioneer in physical education work. After years of service in the Y.W.C.A.'s of this country and in the University of Wisconsin she went to China where she served as the National Secretary of Physical Education for the Y.W.C.A. of that country. While there she organized China's first training school for physical education which is now the Professional Training Department of Physical Education of Ginling College. She is now retired and returned to her great wealth of friends in this country. As her influence has reached out from China to many foreign lands she may be considered as one who has had *world* influence in our profession.

HELEN MCKINSTRY

Director, School of Physical Education,
Russell Sage College, Troy, N. Y.

For thirty-two years an organizer and administrator in private schools, public schools, Y.W.C.A.'s, universities, and normal training schools. She is also a writer and a consultant on facilities and equipment for physical education. In the last named capacity she has served in all parts of the country. She has taught physical education in Colorado, Massachusetts, New York, Illinois, and in Denmark. She organized and directed from its earliest days the Central School of Physical Education, which has recently become the School of Physical Education of Russell Sage College.

She has many professional affiliations. Perhaps her outstanding work in these connections is her long and faithful service as a member of the Executive Committee of the Women's Division of the Amateur Athletic Federation. She is a member of the honorary organization, Pi Lambda Theta.

ELMER DAYTON MITCHELL

Director, Department of Intramural Sports, University
of Michigan, Ann Arbor

Author, editor, coach, recreational director, and teacher—leader in the intramural movement in our colleges and universities, exponent of the educational emphasis in school athletics and of education for leisure.

He has taught in public schools, at the Ypsilanti Normal College, and for seventeen years has been at the University of Michigan.

The author of many books and articles, probably his most outstanding pieces of work are the books on *Theory and Practice of Organized Play* and *Intramural Athletics*.

He served as Secretary and Editor of the Mid-West Society of Physical Education, editing the magazine *Pentathlon* before entering into the office he now holds in the American Physical Education Association as Secretary-Treasurer-Editor, editing for our Association both the *JOURNAL OF HEALTH AND PHYSICAL EDUCATION* and the *Research Quarterly*. He has been elected to membership in five national honorary societies.

FRANCES MUSSELMAN

(Deceased, July, 1932) Former Principal, Chicago
Normal College of Physical Education

Pioneer in women's work in our profession, for thirty

years a teacher in the schools of Pennsylvania, Wisconsin, and Illinois and retired at the time of the conferring of this honor. During her last twelve years of teaching she served as Principal of the Chicago Normal School of Physical Education, now the Kendall College of Physical Education. She was one of the founders of the Mid-West Society of Physical Education and has been a member of American Physical Education Association for thirty years. In addition to her teaching she has rendered additional splendid service as consultant in Parent-Teacher Child Health and Welfare Clinics.

JAY B. NASH

Head, Department of Physical Education, New York University, New York City.

Author, lecturer, teacher, administrator. Of his many writings his best known books are *The Organization and Administration of Playgrounds and Recreation* and *The Organization and Administration of Physical Education*. His professional interests are far reaching, taking him to the Executive Committee of both Camp Fire Girls and American Posture League, to service in the National Congress of Parent Teacher's Association and in the National Education Association. In the latter organization he has been the President of the Department of Health and Physical Education. After having taught in California, serving for many years as Superintendent of Recreation, he has for the past eight years been connected with New York University where he is now the Head of the Department of Physical Education of the School of Education.

EMIL RATH

President, Normal College of the A.G.U., Indianapolis, Indiana

Author, translator, teacher, and administrator. Born in Germany, he came to the United States when seven years of age. For thirty-four years he has taught in Pittsburgh and Indianapolis. For the last twelve years he has been President of the Normal College of the American Gymnastic Union, during which time he has extended the training course from a two- to a four-year course. He conducted teams in the Turnfest at Frankfort in 1908 and twenty years later repeated the work in the Turnfest in Cologne. He has written many books on dancing, gymnastics, track and field, and apparatus work. Two honorary societies have elected him to their membership. He was one of the organizers of the Mid-West Society of Physical Education and for two years has served as its President.

DUDLEY REED

Director, Health Service, University of Chicago, Chicago, Illinois

Physician-administrator. He started his professional career at Asheville, North Carolina, and has been connected with the University of Chicago for the past twenty-one years. Five years ago he organized and since then has directed the University Health Service. He was one of the organizers of the Mid-West Society, serving as its President for five years. Later he was President of the American Physical Education Association for three years.

JAMES EDWARD ROGERS

Director, National Physical Education Service, 315 Fourth Ave., New York City

Author, lecturer, organizer. After studying in this country, England, and Germany, he entered upon a career in boys' club work and physical education work. He has been Director of the National Recreation School and is now Director of the National Physical Education Service and Field Secretary of the American Physical Education Association. Through his contacts with Parent-Teacher Associations, the National Education Association, the American Medical Association, and the National Federation of Women's Clubs, he has interpreted physical education to the leaders in other fields.

He has rendered most effective service in the development of state societies of physical education and in the development of state departments of physical education. He has rendered an important contribution in making educators in general see the fundamental place of physical education in the whole program of education.

JAMES F. ROGERS

Special Consultant, Division of School Hygiene and Physical Education, Office of Education, Washington, D. C.

Physician, author, research director, hygienist. He has taught in public schools, colleges, normal schools, and medical schools. His contributions to our professional literature are so numerous their mere listing fills a long report. Perhaps his most outstanding works have been the many studies he has written on the physical characteristics of great men and his statistical studies in hygiene and physical education issued by the Bureau of Education. He is preeminent for his research and advisory service in hygiene and physical education. For six years, he served as Chief of the Division of School Hygiene and Physical Education of the United States Bureau of Education, Department of Interior. For the past four years he has been Special Consultant in Hygiene and Health Education in the same department. He is one of our members who is listed in *Who's Who in America*.

LYNN W. ST. JOHN

Director of Physical Education, Ohio State University, Columbus, Ohio

Teacher, administrator, athletic advisor. For the past seventeen years he has served on the National Basketball Rules Committee. He is a member of the Executive Committees of both the National Collegiate Athletic Association and the American Olympic Committee. His professional interests are varied and he gives his support to a large number of professional organizations.

He has been for some years Professor of Physical Education and Director of the Department of Physical Education at the Ohio State University. He was one of a committee of five who paved the way and made possible Ohio's State Department of Physical Education.

RANDALL D. WARDEN

Director of Physical Education, Public Schools, Newark, N. J.

Author, teacher, administrator. He had the good fortune to start his teaching career in New York City under the influence of Luther Gulick. For the past thirty years

he has served our profession well in Newark, New Jersey, where his splendid work has increased that public school department from one with two teachers and no buildings in 1904 to a department that now has 117 teachers and 77 buildings. The city of Newark in particular and the profession of physical education in general are indebted to him for his zeal and untiring devotion to the cause.

He is a member of two honorary societies, Phi Delta Kappa and Phi Beta Kappa.

AGNES WAYMAN

Director of Physical Education, Barnard College,
Columbia University, New York City

Author, lecturer, teacher, organizer, and administrator. She has taught in both the Middle West and the East and for the past fifteen years has been Director of Physical Education at Barnard College. Of her many writings, her book *Education Through Physical Education* is probably the best known. She has served the Girl Scout movement through one entire year devoted to traveling over all the country organizing their health education programs.

She has held a long list of offices in various professional organizations and has given generously of her time to promotion work. Perhaps her most important organization work is that of her present position as Chairman of the Woman's Division of the National Amateur Athletic Federation.

FIELDING H. YOST

Director of Intercollegiate Athletics, University
of Michigan, Ann Arbor

Promoter of "Athletics for All." He has been coaching, teaching, promoting, and organizing athletics for thirty-seven years. His most outstanding service has been at the University of Michigan where through his influence was designed and constructed the first university field house, the first intramural sports building, and the first field house for women. He was an early advocate of full-time coaching positions. His prestige and influence have been instrumental in building up popular support and understanding for physical education over the entire country. He has been in constant demand as a speaker and one of his addresses, "If He Were My Son," has been distributed by thousands by the Boy Scouts of America. He has always been very active in his support of character-building agencies for youth.

Fellowship Awards for 1933

MAX E. ALLETZHAUSER

Board of Education, Duluth, Minnesota

Graduate of the American Normal School of Physical Education, Milwaukee, in 1888.

Instructor in New Haven, Connecticut, and at present Director of Physical Education in the Public Schools of Duluth, Minnesota.

A rich life of activity in public school physical education.

A pioneer in physical education in the Northwest.

Compiled the first teachers' manual to be used in a public school system in Minnesota.

JOSEPHINE BEIDERHASE

Assistant Director of Health Education,
Board of Education, New York City

Miss Beiderhase's educational record is interesting: Jersey City Training School for Teachers; Anderson Normal School of Gymnastics. She has taken and given courses at the following summer schools of physical education: Harvard, Chautauqua, Posse, Gilbert, Columbia, and New York University. She has diplomas from the Jersey City Training School for Teachers, Anderson Normal School of Gymnastics, and Honorary Diploma from Sargent Normal School of Physical Education, and a Special Diploma for corrective gymnastics, Chautauqua School of Physical Education.

The greater part of Miss Beiderhase's life has been given to the supervision and direction of physical education in the public schools of New York City. She now holds the position of Assistant to Dr. Aldinger. "Although Miss Beiderhase's field of activity has been limited mostly to New York City, she has done a fine piece of work in connection with the public school program and in her efforts to bring education to the teachers of physical education in New York City. Her tireless devotion to the cause is her outstanding contribution."

MARGARET BELL, M.D.

Department of Physical Education for Women,
University of Michigan, Ann Arbor, Michigan

Graduate of the Sargent School of Physical Education, of the University of Chicago, Rush Medical College, and the San Francisco Hospital. At present connected with the University of Michigan.

Dr. Bell has been a tireless worker in the field of health and physical education. She is a member of several national committees for the promotion of health and physical education in the United States. At the present time she is Professor of Physical Education for Women, Medical Adviser for Women, and Director of Physical Education for Women in the University of Michigan. In addition to her professional affiliations in this country, she has studied in Vienna and was associated with the Viennese Medical Association.

DAVID K. BRACE, PH.D.

University of Texas, Austin, Texas

Dr. Brace received his undergraduate training at Reed College, Portland, Oregon. He took his master's and doctor's degrees at Teachers College, Columbia University. He is nationally known as the originator of the Brace Motor Ability Tests.

Dr. Brace is the past President of the Southern District of the American Physical Education Association. He is an outstanding administrator, an excellent organizer, has contributed to state and national magazines in the cause of physical education. For three years, Dr. Brace did physical education work at Soo Chow University in China.

ALFRED BRODBECK

Cincinnati Athletic Club, Cincinnati, Ohio

Training in the Turnvereins and Harvard Summer School.

For years Mr. Brodbeck was the Director of Physical Education at the University of Cincinnati, at Miami University, Oxford, Ohio, and for twenty years was a beloved and inspiring instructor in the Harvard Summer School for Physical Education. Mr. Brodbeck has been an inspiration to the youth of the land. He has always been an indefatigable worker. His leadership is justly acknowledged by the thousands of students who have come under his direction.

JULIUS DOERTER

1202 S. Linwood Avenue, Evansville, Indiana

Graduate of the Normal School of the American Gymnastic Union.

Mr. Doerter has served long and faithfully in the public schools of Evansville, Indiana. He started the playground and municipal swimming pool movement in 1910 in Evansville, and supervised same until 1926. For a number of years he served as a member of the Executive Committee of the American Gymnastic Union. His service to physical education has been loyal and effective.

GEORGE J. FISHER, M.D.

Colchester Hall, Garth Road, Scarsdale, New York

Graduate of the Y.M.C.A. College in Springfield, Massachusetts, and of the Cincinnati College of Medicine and Surgery.

Dr. Fisher has had a long and interesting experience in the field of health and physical education. He has served with distinction in the Y.M.C.A. organization, with the Athletic Research Society, the American Posture League, the Hygienic Reference Board of the Life Extension Institute. He received the Luther Halsey Gulick Award in 1929 for distinguished service in the field of physical education and allied branches. He is, at present, the Deputy Chief Scout Executive and National Director of Field Work of the Boy Scouts of America.

OTTO GREUBEL

819 S. Lombard Avenue, Oak Park, Illinois

Mr. Greubel came to the United States from his birthplace in Germany as a young boy. He has been a teacher of physical education in the public schools of Chicago for a period of thirty-six years. His work was outstanding. He not only taught boys and girls, but also coached athletic teams in the several sports with outstanding success. Mr. Greubel started his teaching in the city of Elizabeth, New Jersey, in 1890, but soon after became affiliated with the Chicago public schools. For many years he had complete charge of all physical education in the Turnvereins in the state of Wisconsin. His most outstanding achievement in the cause of physical education is that he was one of the pioneers of physical education in the public schools of Chicago.

EMIL GROENER

4701 Greenview Avenue, Chicago, Illinois

Graduated from the Normal College of the American Gymnastic Union.

Mr. Groener first taught in the Boston Turnverein, 1888-1892. He was an assistant to Dr. Sargent in the Harvard University in 1891. After some years of experience in the East, he moved to Chicago where he enjoyed

outstanding success in public school physical education for many years. His outstanding service in the cause of physical education consisted of introducing modern gymnastic uniforms for girls in 1888, and for introducing annual field days, consisting of gymnastics, track and field events, and mass drills for pupils of the Lakeview High School in Chicago from 1900-1911.

Mr. Groener has served for years as Chairman of the Technical Committee of the American Gymnastic Union.

GEORGE A. HUFF

Men's Gymnasium, Champaign, Illinois

Graduate of the University of Illinois.

Mr. Huff is one of the outstanding athletic directors in the colleges of the United States. In addition to college and professional athletics, he organized and for years has directed the School of Physical Education in the University of Illinois. He established summer school for coaches in Illinois in the University in 1914. He is a member of the Athletic Research Society, the Society of College Physical Directors, and the Executive Board of the United States Amateur Baseball Association.

Mr. Huff has been a challenge and an inspiration to the thousands of students who have come in contact with his fatherly interest and his wise leadership. He is a credit to the profession.

ALLEN G. IRELAND, M.D.

Department of Public Instruction, Trenton, New Jersey

Dr. Ireland received his training at the Springfield Y.M.C.A. College; and is a graduate in medicine from Bowdoin Medical College, Brunswick, Maine.

Dr. Ireland is a well-known and highly honored leader in health and physical education. As an informed physician, scholarly educator, gifted administrator, and loyal friend, he has clearly demonstrated outstanding ability in the service of his chosen field.

Dr. Ireland has taught in the summer playgrounds of Pittsburgh and Wayland, Massachusetts. He acted as Physical Director for the Y.M.C.A. in Cambridge, Massachusetts, and Instructor of Physical Education at Bates College, Lewiston, Maine. He was Associate Professor of Physical Education and Hygiene at the University of Kentucky. He was the first Director of Physical Education and Health for the State of Connecticut, and since 1928 has been the Director of Physical and Health Education for the state of New Jersey. He was connected with the summer school sessions of Teachers College, Columbia University, 1930, 1931, 1932.

In national affairs of the American Physical Education Association, Dr. Ireland has accepted willingly the chairmanships of numerous important committees. He acted as the first chairman of the Honor Award Committee and did yeoman service in this regard.

ARTHUR A. KNOCH, M.D.

2994 Springer Avenue, Cincinnati, Ohio

Dr. Knoch received his training in physical education at the Normal College of the American Gymnastic Union. He graduated in medicine from the Cincinnati College of Medicine and Surgery. He is one of the pioneers of physical education in America. He has been a Turner

all his life, and aided the Turners in introducing physical education in the Cincinnati public schools. He has had broad experience in orthopedic gymnastics. He has taught and influenced the lives and health of thousands of men, women, and children. He has written many articles for *Mind and Body* and the *American Physical Education Review*.

ARTHUR STANLEY LAMB, M.D.

Department of Physical Education, McGill University,
Montreal, Canada

Dr. Lamb received his early training at Ballarat, Victoria, Australia. He graduated from the International Y.M.C.A. College at Springfield in 1912. He continued his education at McGill University, Montreal, Canada. His teaching experience includes work in Vancouver, in the General Hospital and Field Ambulance Corps. Since 1912 he has been connected with McGill University, Montreal, Canada, in the position of Director of Physical Education. "He personifies the perfect sportsman, not only because he is a follower of the various seasonal sports but because the joy of play is always in evidence when he is in action. His Department of Physical Education at McGill University is an example of his wise leadership. Because of this leadership, the Department of Physical Education at McGill University occupies a high place in the faculties of the University."

A record of Dr. Lamb's experience would well-nigh fill an entire page in the JOURNAL: Canadian Olympic Committee; Amateur Skating Association; Boys' Club Federation of Canada; National Council of Education at Canada; etc., etc.

He is a Fellow of the Royal Institute of Public Health, London, England, and affiliated with the American Social Hygiene Association, the American Medical Association, the American Association of School Physicians, and the Canadian Social Hygiene Council. He has written widely in professional magazines.

MABEL LEE

University of Nebraska, Lincoln, Nebraska

Miss Lee received her training in physical education at the Boston Normal School, at the Chalif School of Dancing, Coe College, Cedar Rapids, Iowa, and at Wellesley College, Wellesley, Massachusetts. Her teaching experience has been as a Director of Physical Education for Women at Coe College, Oregon Agricultural College, Beloit College, New York State Normal School summer sessions, and since 1924 at the University of Nebraska. She has served as a member of many professional committees such as the Physical Education Committee of the White House Conference on Child Health and Protection, the Nebraska Commission on Adult Education, the Nebraska Council of the American Child Health Association, and of various sub-committees of the National Women's Athletic Committee, and of the Women's Division of National Amateur Athletic Federation.

In 1929-30 Miss Lee served as President of the Midwest Society of Physical Education, and in 1931-32 she served as President of the American Physical Education Association. She is a member of several outstanding professional and honorary societies.

ROBERT NOHR, SR., M.D.

3461 Mayfair Avenue, Cincinnati, Ohio

Dr. Nohr received his early training at the Indianapolis Normal College and his medical degree at the Cincinnati College of Medicine and Surgery. He did his early teaching in the Turnvereins of Louisville, Kentucky, and Trenton, New Jersey. He has been connected with the public schools of Dayton, Ohio, and Fort Wayne, Indiana, and since 1908 has been active in the physical education work in the public schools of Cincinnati, Ohio. He has been teaching more than fifty years. He has contributed to *Mind and Body*, giving lesson plans and original illustrations. He assisted in the preparation of the Cincinnati *Course of Study*.

ERNEST A. POOS, M.D.

Cincinnati Public Schools, Cincinnati, Ohio

Dr. Poos received his physical education training in the Indianapolis Normal College. He graduated in medicine from the Cincinnati College of Medicine and Surgery in 1896. Dr. Poos has completed his forty-first year as a teacher of physical education in the Cincinnati public schools. The first high school gymnasium was opened in Cincinnati in 1893, and Dr. Poos was the first teacher. He taught in the Rock Island, Illinois, public schools from 1891-1893.

"He is one of the pioneers of physical education, having high ideals and sound training, always working for all-round physical development in his pupils. He has had marked success in the coaching of athletic teams."

Dr. Poos is a member of the Cincinnati Teachers Association, Ohio Education Association, and a member of honorary societies.

LORY PRENTISS

Lawrenceville, New Jersey

Mr. Prentiss received his early training at Bowdoin College, Brunswick, Maine, where he achieved outstanding success as a college athlete. He graduated from Y.M.C.A. College in Springfield, Massachusetts, in 1890. During his days of study in Springfield he was appointed track coach at Springfield by Dr. Luther Gulick.

Mr. Prentiss was at one time the director of the Department of Physical Education at the Newark Academy at Newark, New Jersey. He was given an Honorary Master of Physical Education Degree, Springfield College, 1912.

Mr. Prentiss has had forty-five years of highly successful teaching experience. He has always been a power for good wholesome character building through athletic and gymnastic participation. He is an outstanding scholar, is quiet and unassuming. Since 1901 he has directed the Department of Physical Education and Athletics at the Lawrenceville School, Lawrenceville, New Jersey.

In addition to his life in teaching, Mr. Prentiss found time to serve on many national and state committees pertaining to physical education and athletics. For two years he acted as President of the New Jersey State Athletic Association. He made valuable contribution to the physical education program of the White House Conference on Child Health and Protection.

ETHEL ROCKWELL

Kalamazoo Public Schools, Kalamazoo, Michigan

Miss Rockwell received her training in the Michigan State Normal School, Western State Normal, Chautauqua Normal School, Sargent School of Physical Education, and Teachers College, Columbia University. She received her Master's Degree at Columbia University in 1931. She has taught in the elementary grades of the Kalamazoo public schools. Her early training fitted her for both the academic and the physical education phases of the school program, and for some years she acted as principal of an elementary building and director of physical education in the institution. Practically all of her work has been done in the public schools of Kalamazoo.

Miss Rockwell has had a wealth of experience in out-

standing service in the cause of physical education as president and as chairman and member of various committees that have made outstanding contributions in the building up of a state-wide program. She has served on the State Council of Physical Education, and on numerous committees of the Michigan Education Association. She has been active in the Girl Scout movement, in the National Amateur Athletic Federation, Women's Division; she served as a member of the Course of Study Committee for the state of Michigan, and has contributed articles for the *Pentathlon*, Parent-Teacher Association magazine, and other professional journals. She is a member of the National Education Association, the Michigan Congress of Parent-Teacher Associations, the Michigan Education Association and many health organizations.



Amy Morris Homans

In Memoriam

ON OCTOBER 29, 1933, Amy Morris Homans died at her home at Wellesley, Massachusetts.

Miss Homans' service in education presents a long and honorable record. She was a member of the historic Boston Conference of 1887, at which physical training was presented for inclusion in the school curriculum. She organized and directed the Boston School of Household Arts in 1886; she fitted out the first public school kitchen in the United States; and in 1889 she organized and directed the Boston Normal School of Gymnastics, which became under her guidance the Department of Hygiene of Wellesley College.

Miss Homans' executive ability fell little short of genius. Few of her closest associates have realized the scope of her educational interests and activities. The

state of North Carolina owes to her its first standard high school. In the era after the Civil War, with the state's educational system prostrate and helpless and the University closed, Miss Homans established the Hemenway High School at Wilmington. From this school, which is still continuing its honorable career, have come some of North Carolina's strongest leaders in the state's intellectual and economic development.

Perhaps Miss Homans' distinctive contribution to the profession of physical education was her constant emphasis on professional ethics, and her insistence on liberal arts as well as activities courses for professional training, during the early years when activities courses were considered the most important qualification for a teacher of physical education. Professor Royce of Harvard, Professor Hough of Massachusetts Institute of Technology, Miss Applebee from England, and Dr. Enebuske from Sweden were among the brave souls who helped Miss Homans establish standards for this new profession, in the days when acrobats and "strong men" claimed to be "professors of physical culture," and when one of the professional training schools in physical education presented a troupe of its "girl gymnasts" on a local vaudeville stage. Miss Homans' professional code for her students permitted no compromise with the standards of a gentlewoman.

In 1909 the Boston Normal School of Gymnastics became the Department of Hygiene of Wellesley College. Miss Homans directed the program of the Department and of the Graduate School of Physical Education until 1918, since when she has served as Professor Emeritus.

The physical education profession owes much to Miss Homans' ripe wisdom, to her serenity, to her high courage. Never combative or argumentative, she could command a gentle and imperturbable arrogance which usually carried her point. Those who were fortunate enough to work with her will long remember her whimsical humor; her intellect, keen as a sword; her professional standards, inexorable as the Hippocratic code. There is much of triumph in her passing. It can be said of Miss Homans, as of another great builder, "*Si monumentam requaeris, circumspice.*"—By Mary Channing Coleman.

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Vol. IV

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Number 10

The C.W.A. and the Schools

THE announcement of more liberal allowance for educational relief under the Civil Works program was made on November 28 by Dr. George F. Zook, United States Commissioner of Education. Commissioner Zook reports that the latest authorization of Federal Emergency Relief makes it possible for Federal Civil Works Administration funds to be used for school building repair jobs, such as painting, electrical wiring, paper-hanging, roof repairs, repairs of school furniture, construction and repair of school playgrounds and equipment, and also the modernization of sanitary facilities.

These projects are all considered an essential part of the nation-wide government program to put unemployed men to work. Funds are available for materials to the extent of 35 per cent of the total cost of a project, the stipulation being that 65 per cent of the cost of the project must be expended in wages to labor. The government has consequently been favoring appropriations for projects in which the item of materials is low. A community seeking federal aid must file its application with the local County Welfare Emergency Relief Commission. Any school or college under public auspices is eligible to share in the Civil Works program.

In regard to the emergency educational program, newly announced rulings specify that the salaries of teachers are amended and liberalized so that the daily or hourly wage is equal to that customarily paid in the community for similar work. The weekly wage for teaching will be sufficient to permit a reasonable standard of living.

No change has been made in the educational projects for which Federal funds have previously been authorized, such as rural elementary schools, classes for adult illiterates, vocational education and rehabilitation, general adult education, and nursery schools. These projects will be carried on under the control of the public school system. The rules and regulations governing eligibility of unemployed teachers for work on these educational projects will remain as before.

The Commissioner of Education, Dr. Zook, urges in

his latest announcement that school authorities co-operate in this movement to put unemployed men and women to work.

Under the news notes in this issue, a list is given of the official statements that have to date been sent out from Washington to State Departments of Education and to local and county superintendents of schools.

Apart from the opportunity for unemployed teachers to find relief under this stupendous and meritorious program, the clause stating that funds secured from the Federal Civil Works Administration may be used for the "construction and repair of school playgrounds and equipment, and modernization of sanitary facilities" is of particular significance to our profession. Improvements in leveling, grading, and drainage of play areas are entirely in keeping with the spirit of the Civil Works program in that they involve little expense for materials and thereby permit the bulk of the expenditures to go to the relief of labor.

New Information on Safety in Athletics

A NUMBER of indications are in evidence to show that the welfare of the player is more and more being given first consideration in connection with competitive athletics as conducted in our schools and colleges.

The book review page of this issue calls attention to two outstanding studies and reports in this connection. The first, *Safety in Physical Education in Secondary Schools*, was conducted by Dr. Frank S. Lloyd of New York University and included among the studies on safety sponsored by the National Bureau of Casualty and Surety Underwriters, New York City. The venture was a non-profit one with the purpose of getting concrete and reliable evidence of the frequency and types of injuries that occur in connection with the well-known activities that comprise our school athletic and physical recreation programs. The findings of this extensive study should now make it possible for coaches to give considerable thought to problems of athletic injury in the light of fact and not mere surmise.

The second study is of a different nature. It is not so much concerned with the survey of the existing situation as with the formulation of definite recommendations and instructions for the guidance of physicians, coaches, and trainers who are immediately responsible for the supervision and care of competing athletes. This report in the form of a small medical handbook has come as a result of the action of the National Collegiate Athletic Association last winter in appointing a committee to study and report upon the whole question of athletic injuries and disabilities. This convenient little handbook was prepared by a committee of three physicians with years of first-hand experience in connection with this particular phase of athletic administration. Dr. Edgar Fauver, Wesleyan University, Dr. Augustus Thorndike, Jr., Harvard University, and Dr. Joseph E. Raycroft, Princeton University, Chairman, comprise the personnel of this committee. In its thirty-six pages, the handbook gives recommendations for Medical Examination, Pre-season Conditioning, Methods of Training, and Diagnosis and Treatment of Injuries.

In dealing with the subject of injuries, it is a healthy trend to note this concentrated attention given to both the preventive and remedial aspects of the problem; particularly so when one reflects that within the past year other important studies have been reported, namely, the state-wide report of Mr. Neilson in California on "Football Injuries," and the publication of that most authoritative and complete book, *The Control of Football Injuries*, by Dr. Stevens and Dr. Phelps. Athletic participation will always present some possibility of physical injury but it is the definite responsibility of those in charge of school athletic programs to see that these possibilities are reduced to the absolute minimum.

Appointment of a Nominating Committee

AT THE business meetings of the Legislative Council at Louisville last spring, the Constitution Committee, under the temporary chairmanship of Mr. Strong Hinman acting for Mr. W. R. LaPorte, who could not be present, made the following recommendations:

"We recommend that there be a Nominating Committee consisting of a chairman, to be appointed by the President of the A.P.E.A., and one representative from each district of the National Association, appointed by the President of that district. These appointments shall be made not later than October 15. The Chairman of the Nominating Committee shall have the names of this Committee published in the December issue of the JOURNAL OF HEALTH AND PHYSICAL EDUCATION with the suggestion that the membership at large may send in suggestions for nominations to the Chairman of the Nominating Committee.

"The Chairman of the Nominating Committee shall write to each member of the Council on or before December 15, giving a list of the committee members and inviting suggestions for nominations to be sent to the Chairman of the Nominating Committee or to the district representatives on the Nominating Committee.

"The Nominating Committee shall meet prior to the Council meeting where officers are elected at which time due consideration shall be given to all persons suggested for nomination. A slate of three names for each office shall be presented to the Council with opportunity for additional nominations from the floor."

Following the Convention, the appointment of Dr. John Brown, Jr., as Chairman of the new Nominating Committee, was announced by Miss Mary Channing Coleman, President of the A.P.E.A.

In keeping with instructions, Chairman John Brown, Jr., submitted in October the names of the individuals appointed to the Nominating Committee. They are as follows:

Southern District.—Dr. David K. Brace, University of Texas, Austin.

Eastern District.—Franklin J. Gray, Administration Building, School Department, Springfield, Massachusetts.

Central District.—Miss Mabel Lee, University of Nebraska, Lincoln, Nebraska.

Northwest District.—Paul R. Washke, University of Oregon, Eugene, Oregon.

Mid-West District.—Guy S. Lowman, University of Wisconsin, Madison.

Chairman.—John Brown, Jr., M.D., National Council, Y. M. C. A., 347 Madison Ave., New York City.

Dr. Brown, in submitting the list of names, made the request that the names be published in the December issue of the JOURNAL accompanied by the notice that the

membership at large may send in suggestions for nominations for officers of the A.P.E.A. for 1934-35 to the Chairman of the Nominating Committee.

Association Notes

THE National Convention dates are April 18-21; the Convention Headquarters, Statler Hotel, Cleveland, Ohio.

The convention is happy in its local chairman, Mr. Floyd A. Rowe, who is anticipating every detail which can contribute to a splendid convention.

The topic for the meeting is "Physical Education Faces the Future." The various general sessions will consider this topic from the viewpoints of Education, of Sociology, of Scientific Research, and of Economics.

Wednesday, April 17, is officially "Visitation Day" in the Cleveland schools. Mr. Rowe and his staff are generously offering opportunity for visiting elementary and secondary schools, colleges, and community centers, with work in physical education given under widely varying conditions—large or small classes, work required or elective, and work with no gymnasium or with modern equipment. Members of the convention will appreciate this generous effort on the part of the Cleveland school officials and teachers.

Thursday, April 19, is Mid-West Day, with Dr. Margaret Bell, President of the Mid-West Section, acting as chairman of the general session. On Thursday night Mr. Rowe and his staff are presenting a festival, "The March of Time," depicting the history of physical education from ancient Greek days to the present time. With the material available in Cleveland's public schools, private schools, colleges, Y.M.C.A. and Y.W.C.A., and Turnverein, community centers, and dancing groups from foreign nations, the festival will bring rich values in education as well as entertainment.

The annual meeting of the Directors of Physical education in Colleges for Women will be held at Oberlin College on April 16 and 17.

Members of the Association will be glad that Dr. LaPorte has so far recovered his health that he is resuming chairmanship of the Constitution Committee. The President has appointed two new committees which are getting into action. One of these is the Publicity Committee under Mr. Strong Hinman of Wichita. Mr. Hinman's committee is studying the problem of placing physical education before the public through syndicated newspaper articles, by radio, and by presenting talks on physical education at national and local meetings of such organizations as the Parent-Teacher Association and the various civic clubs.

The other of the two new committees has for its chairman Dr. Allen G. Ireland who is taking up the problem of the unemployed teachers of physical education. Dr. Ireland expects to organize sub-committees in the various states to effect contacts with such teachers, and to put them in touch with the proper executives for re-employment under the Federal plans for community recreation and for adult education.—By *Mary Channing Coleman, President of the American Physical Education Association.*

An Experiment in Health Instruction

By

SHELBY A. HARRINGTON

Miller Intermediate School, Detroit, Michigan

DURING the Mid-West Physical Education Convention in the spring of 1931, one of the sectional meetings was devoted to health instruction. Several people present described what was being done in their schools but no one described a definite course of study that has been taught with a definite time allotted for the instruction. With this meeting in mind, description of the following experiment is given with the idea that it may possibly suggest one way in which health instruction may be carried on in the intermediate health education program.

Classes in health instruction have been held in connection with the physical education program of the Miller Intermediate School in Detroit, Michigan, for the past eight years.

There were two reasons for the organization of these classes: first, it was thought that the children should be getting some knowledge of the hygienic ways of living inasmuch as most of the children were drawn from the poorer neighborhoods; second, as an administrative expedient, it was necessary to lessen the large classes on the gymnasium floor and bring them to a size in which work could be carried on to the student's advantage.

Under this plan, each child went to his regular gymnasium classes four times a week and to health instruction class once a week. The course of study followed in the health class was a modification of one used in another school and was used for about three years—until a tentative outline was sent out by the supervisor's office. The latter outline of a course of study was used for four years without completely satisfactory results for several reasons. As textbooks were lacking, all of the material had to be presented by the instructor and the pupils had practically no chance for use of their own initiative,

except in class discussion. For this reason, it was difficult to stimulate interest; and with only one hour a week given

to the work it was not practicable to send pupils to the library for reports because of the lapse of time before the next meeting of the class. Each student was required to keep a notebook in which he copied work that the instructor placed on the board or dictated, the idea being that the student would have something concrete to study, and could be held responsible for a certain amount of work to be accomplished.

In theory, this would seem to be workable, but, as a matter of fact, the time consumed in having pupils copy from the board, or take dictation, left very little time for supervised study or class discussion of the work outlined to be covered for the semester. It may be truthfully argued that more motivation should have been used with a greater chance for socialization, but in trying to cover a given amount of work, this is often lost sight of in making the effort to cover the ground.

The results obtained from this kind of teaching, it can readily be seen, proved to be very mediocre and it was questionable how much real health instruction was being taught, although at times we were delightfully surprised by evidence of real thinking and questioning on the part of the students.

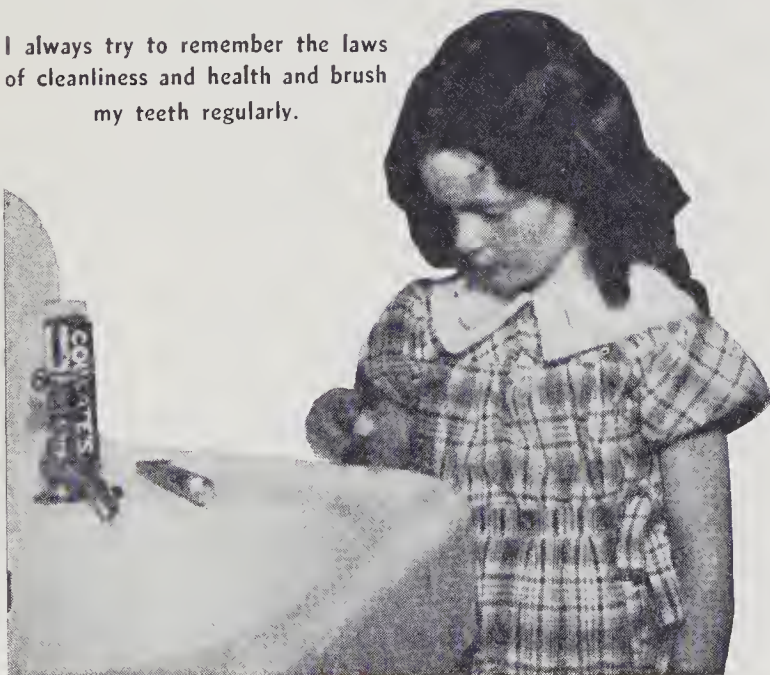
One other factor should be mentioned here that greatly influenced the experiment. The students were heterogeneous as to race, with a majority of about 70 per cent colored of the poorer class. The other 30 per cent was made up of several foreign groups, all of the poorer class of people.

In Detroit, children are classified in *x*, *y*, and *z* groups and the Miller school draws most of its students from elementary schools whose students are rated among the lowest in the city in intelligence, and hence receives *y* and *z* pupils with only a sprinkling of *x*'s. Taking 287 boys, which is about one-third of the total number of boys in the school, we find the following distribution as to intelligence quotient ratings:

A—9 or 3.1%	C—52 or 18.1%
B—9 or 3.1%	D 48 or 16.7%
C+27 or 9.4%	D—2 or .7%
C—70 or 24.3%	E 70 or 24.3%

It will be noted that 84.1 per cent are rated C, or below, and of this number approximately one-half rated below D in intelligence. Adding to this mental handicap the fact that in a majority of cases home conditions were such that the practice of health rules and hygiene habits was well nigh impossible, it can be seen that the problem of presenting work to these boys became extremely complicated.

I always try to remember the laws of cleanliness and health and brush my teeth regularly.



IN THE spring of 1930, the supervising office of health education called a meeting of all heads of health education departments in intermediate schools to formulate a new course of study in health instruction. The work was done, and the writer had the privilege of serving on one of the committees on health course instruction.

This course of study was divided into six integrating ideas with each idea broken up into job units, with specific objectives listed for each one in the form of attitudes, habits, and knowledges.

In the fall of 1930, the course of study went to print and was in our hands for use, starting with the second semester in February, 1931. With the course of study came also three sets of reference books, forty-five in a set, to be used as texts. These are as follows: *Science and the Way to Health*, Andress and Brown; *The New Healthy Living*, Winslow and Hahn; and *The Health of Youth*, Florence Meridith.

A fourth set of books was made available for use through the cooperation of the exact science department. The title of this set was: *Health, Public and Personal*, Blount.

Profiting by our former experience, and wishing to make as full use of the reference books as possible, it was decided that much valuable time would be saved, and a greater amount of work covered if the job units were placed on an individualized instruction basis.

This decision to individualize the work was not hurriedly arrived at. It was considered that inasmuch as the child came to class but once a week the function of the intermediate school and the interests of the child could best be served by this type of organization because: it provided a means for the recognition of individual differences since each child could work at his own rate; it provided more time for the instructor to supervise the study and answer the questions of the individual pupils; study could be supplemented by periods of needed discussion; the pupil was placed upon his own initiative; it gave opportunity to the children for diagnosing their own difficulties; more work could be covered by the class as a whole; it tended to encourage habits of thoroughness in work, as well as habits and ideals of fairness and honesty.

Accordingly, each job unit was arranged in contract form, the C form being the minimum essential, and B and A parts for those who could cover satisfactorily more than the minimum. A typical job sheet follows:

8A Job Unit III

How Diseases May be Communicated and How Such Communication May be Checked

I. To keep ourselves in good health and also from spreading diseases among others we should know the ways in which disease is communicated.

- C-1. How do microbes get into the body? Page 42, A & B.
2. How are microbes carried from place to place? Page 43, A & B.

II. Certain people seldom get disease.

- C-1. What is meant by immunity? Page 44-48, A & B.
2. What goes on in the blood stream to prevent disease? Page 238-240, W & H.
3. What is artificial immunity? Page 49, A & B.



Health is precious. Take no risks. Insist on plenty of sleep and be sure it is restful.

III. Healthy living and knowledge of hygienic laws should greatly assist in our immunity to disease.

- C-1. What are the general principles of hygiene? Page 12, M.
2. Why do we consider health instruction class so important? Page 8-9, M.

IV. Disease spreads very quickly and we should know the means used to check it.

- C-1. How are communicable diseases controlled? Page 106, A & B.

2. How is diphtheria controlled? Page 244, W & H.

V. One of the commonest communicable diseases is a cold.

- C-1. Why should a cold be considered seriously? Page 70-71, A & B.

2. What should we do for colds? (List the paragraph headings.) Page 71-72, A & B.

3. How can we prevent colds? Page 73-77, A & B.

Contract B

1. What part does vital resistance play in the struggle against disease? Page 246-247.

2. What are some of the obstacles to the application of hygienic principles? Page 12-13, M.

3. List the responsibilities that should be ours in the control of communicable diseases.

Contract A

1. Why is a laboratory necessary for efficient public health work? Page 107, A & B.

2. Why is it necessary that a board of health be formed? Page 104-105, A & B.

The letters above have been used to designate the book in which the reference could be found, such as: *Science and the Way to Health*, Andress and Brown, A & B; *The Health of Youth*, Florence Meridith, M; and *The New Healthy Living*, Winslow and Hahn, W & H.

THE pupils copied from the board the C contract. When this was accomplished, they went to the book shelves and took the reference books that they wished. They then put the answers to the questions into their notebooks, and when any student decided that he was ready to be tested on Contract C, he went to the instructor's desk for the examination sheet.

A more ideal situation, to save time, would have been to have had each child supplied with a copy of the job unit sheet which would obviate the necessity of copying the work from the board. However, the cost and work
(Continued on Page 52)

High School Athletics

In a Modern Educational Program

By

F. J. MOENCH

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ATHLETICS, in the fullest sense of the word, should include all forms of individual and mass competition, team games, individual competitive sports, and even non-competitive activities such as hiking, swimming and the like. All of these go to make up the core of the physical education program. They have been accepted and given a place in the educational scheme of life. It has been difficult in the past to get the proper recognition for this part of the program. However, it has always been within the power of the athletics teacher to receive this recognition but only with added responsibility. If the added responsibility is accepted, the program taught must be defended in the light of present educationally sound principles. If this is not done, it should not be assumed that "everyone is out of step" with the exception of the athletic coach but rather that athletics or physical education are out of step with general education.

The following presentation touches on a brief review of some of the athletic policies and developments in the secondary schools from the period immediately following the World War up to the present. It will present situations which have already been experienced by many readers. The survey is used to present an ideal situation and to further help in defending the recommendations mentioned in connection with the program of athletics for boys.

Several major points must be accepted with mutual understanding by all readers. When we speak of athletics in connection with a school program, our first interest must be the educational significance of such a program. Charles W. Kennedy of Princeton states, "In school or in college, I would have a boy or girl learn from sport the lesson of the amateur standard in a day when it sometimes seems that everything in life is tagged with a price mark; the lesson that to the sportsman the competition is its own joy, the victory its own reward, and that he who sells himself has little left."¹ How true this is at the present time, when even education itself is jeopardized by false economic retrenchment. Physical education can do much to help at the present time if it reaches everyone, giving opportunity for participation in activity. But the result of such participation and the selection of the activity must be a relief from strain and worry. In its stead must come satisfaction in doing and unadulterated joy in living.

Athletics are only a part of the modern physical educa-

tion program which in turn is an integral part of the general education program. There is the need for a careful study of objectives, the need for correct application of the laws of learning in the instruction of our widely diversified program of activities, the need for intelligent selection of those activities, the use of modern methods of instruction, and the use of suitable tests and measures to determine the worth of our program and to help motivate it. The implications of general education must apply to the field of physical education, including athletics, or such implications are not applicable to general education itself. Not only does physical education include all that general education offers in the way of education for life, for service, and for happiness, but it offers it in the unusual environment of natural interest, with even greater opportunity. One can reach the boy more quickly, one can even make learning more intensive and extensive if he will. This, then, is the greater opportunity and with it comes the greater task.

By way of illustration, we have a boy and a game of football. There is no need to motivate football to him; it is all-important. The specific objectives are quickly learned; individual fundamentals are quickly followed by offensive and defensive team play. The game is the culmination of instruction; the situation offers every opportunity for checking, specifically, the results of teaching. These results are checked and preparation for progressive changes made. But what about the general objectives of physical education? Do we assume that the boy will just naturally absorb those qualities from football that make for good citizenship, that good health is naturally the outcome of participation in football, that he is more physically fit to do the things required of him now and in the future, that positive character traits are bound to become a part of every boy's life simply because he plays football, or basketball, or any game? The writer suggests that this is assuming too much. Herein lies the real obligation of all physical educators.

Very often teachers lose themselves in the narrow but necessary part of how to play the game in order to excel. The technique of the game is important but it must be the framework on which the other more important values of athletics are built. Through neglect and carelessness, more often than design, many of the wholesome benefits which should follow competition in athletics are replaced by unwholesome ones. Williams and Morrison in *A Textbook of Physical Education* list four common unwholesome results of athletics:²

1. Undue prominence in winning—to excel may lead to unfair means to reach an end.
2. Hysterical enthusiasm and judgment—the effect of the crowd's poor judgment and hysteria may produce undesirable characteristics in the player.

¹ Charles W. Kennedy, "Educational Significance of Athletics," *School Athletics in Modern Education*. New York: Wingate Memorial Foundation, 1931.

² J. F. Williams and W. R. Morrison. *A Textbook of Physical Education*. Philadelphia: W. B. Saunders Co., 1931.

3. Lack of generosity and tolerance may become a part of the player's make-up—because these may assist in winning games or making scores.

4. Narrow and provincial attitudes—the local team is the best team, there can be none better.

For a coach to teach his boys to win games where winning means unwholesome benefits to the boys is a serious mistake, perhaps unremediable.

In surveying the field of athletics in high schools, one finds constant influence of the college and community on the progress and policies of the secondary school. Many such influences were favorable, others were unfavorable and have caused some of the concern in the present situation. The following chart shows some of the positive and negative policies which developed in the progress of athletics during the period from 1918 up to present:

Survey of Athletic Policies—Secondary Schools

Positive	1933	Negative
Varsity program outgrowth of intramural program.		Lack of student body support. Large physical plants not being used to capacity.
Improved rules. Student controlled, managed, and directed athletics.		The spoiled athlete.
Abolition of state tournaments and intersectional emphasis.		Overemphasis on awards and incentives.
Wider range of activities.		Too much publicity for athlete. Wrong kind of publicity.
Activities based on student interest.		Community pressure. Cigar store coaches. Alumni control.
Measurement and tests for classification and equalization.		Overemphasis of adult supervision and direction.
Better social situations. Competent officials and better spectator sportsmanship.		High school aping the college. Spring practice, training camps, etc.
Institution of centralized school. Rural boy given greater opportunity.		Junior high school schedule of interscholastic sports.
Equalized competition. "A" and "B" leagues.		Undesirable following of teams. Gambling and drinking.
Shorter schedules.		Injurious and harmful effects of tournaments and championships.
Requirements of higher scholastic standings, age limits, non post-graduates, four-year competition.		Hysterical enthusiasm.
Faculty-controlled athletics in schools.		Extreme specialization.
Higher standards of sportsmanship on teams.		Overemphasis. Commercialization. Proselyting, success based on score and games won.
Improved physical equipment—gyms, field houses, playing fields.		Coach's emphasis on highly specialized group of super-athletes.
Enthusiastic student body support.		Long and hard schedules.
Organization of school conferences, directors, state associations, national associations.		Poor arrangement of tournaments. Invitation meets run by colleges for purposes of lining up prospective athletes.
Prerequisites of medical and physical examination as a requirement for participation.		Poorly trained leaders. Demand in excess of supply. Every athlete in college drafted. Did well considering training.
Conscientious training of team members.		
Standardization of eligibility, organized leagues.		
Demand for new leaders. Coaching a new profession. Short courses, summer schools to meet demand.		
Emphasis on team games and mass sports. Health value. Training for unfit.		

It is easily noted that the emphasis on team games and mass athletics was a result of physically unfit man power. Health was primarily the motive of the early mass athletics. Morale in the army similar to the morale of the college athlete was a major objective. If athletics for a chosen few were good, why should not athletics for the vast majority, the mass, be better? The reasoning was good, the ultimate aim was worthy, but the organization and leadership were not available to make the education of the mass in athletics reach the high goal set for it. There were many pitfalls. Coaches, spectators, school officials, all became absorbed in the game and the results of the game and forgot about the boy. One got in the habit of winning and forgot that the other fellow was losing. But in spite of many errors, athletics survived because the game itself was bigger than any coach teaching it, any boy playing it, or any crowd watching it.

Perhaps it is too much to hope that many of the negative aspects of athletics will be entirely stamped out. It should be the universal aim in high school athletics however to strive for the ideal program, for only through setting high ideals and working for them can we hope to progress.

The following expresses the ideal situation in high school athletics:

1. Medical examinations before each seasonal sport. Augmented physical examinations and capacity tests to determine classification for athletics.

2. A differentiated program of athletics for the vigorous super-athlete, the normal individual, as well as the physically handicapped.

3. Equalized competition. An equal chance for success and failure.

4. Elimination of the over-emotionalized setting for interschool games. Restriction of the press and publicity. Less emphasis on the cheering, emotional crowd and exaggerated ideas of team loyalty and more on the courteous and just treatment of athletes in action, tolerance, and generosity.

5. Games independent of gate receipts—financed by school and student contributions.

6. Elimination of extraneous awards and rewards. Make game the incentive.

7. Athletics controlled, managed, and directed by students under the constant help and supervision of adults. "More student responsibility, less adult."

8. Leaders—faculty members, carefully trained and selected for personality, influence, and ability. Unselfish, with consideration of the boy first at all times.

9. Athletic policies controlled by school authorities. Elimination of community pressure.

10. Program of activities seasonal. No place for spring football.

11. Wide variety of activities offered. Individual type of sports as well as the highly organized game type. Some activity to challenge the entire group (100 per cent) every season. Equal balance of team games and individual athletic sports so that habit skills for adult leisure will be formed along with the valuable contributions of team games.

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What is Mental Hygiene?



By Whom Shall it be Taught?

By

FREDERICK L. PATRY, M.D.

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University of the State of New York

WHAT is *mental hygiene*?

Perhaps our best perspective of this preventive aspect of psychiatry will be gained by regarding mental hygiene as a help to living happily, healthfully, efficiently, and socially. It is a measure of satisfaction experienced in one's adjustment to life.*

The mentally healthy individual adjusts to life situations with a minimum of friction, makes desirable compromises with the demands of reality, and sublimates his conflicting cravings or drives which are at odds with social conventions or principles. Such a person finds himself capable of measuring up optimally, but not necessarily maximally, to environmental and social opportunities and the demands made upon him in the business of living.

By whom shall mental hygiene be taught?

Informally and unwittingly mental hygiene is taught by everyone. Every waking moment, and to some extent sleeping moments, give opportunities for the expression of one's adjustment to life. At times mental hygiene is taught by what we say, but the indirect manner of personal example in daily behavior or activity is the chief way we disseminate both positive as well as negative mental health values and implications. It is impossible to hide from ourselves or others the degree of harmony of our internal organization of thought, feeling, and strivings, or the extent of our harmonious adjustment to others and to our environment. Thus everybody in varying degree teaches mental hygiene points of view, principles, and practices informally and largely unintentionally.

But there is at least one other way of teaching mental health, although it is not so effectively taught as by one's concrete example in twenty-four hour living, namely, by a premeditated formal and direct method. In this latter instance the parent, teacher, or other person consciously plans a course of action to be orally presented, or by implication through expression, posture, tone of voice, and gesture. Thus the teacher may integrate mental hygiene in the teaching of all subjects of the curriculum, or designate a special period devoted to pointing out, preferably by discussion with pupils, how each and all may cultivate ways of living which will promote health, happiness, efficiency, and social adaptation. Study of biographies, literature, history, and sports education present rich opportunities for capitalizing positive mental hygiene values.

Physical educators, who in former years were referred to as *physical trainers* or *physical culture* specialists, more than any other group are to be credited with bringing mental hygiene values into the classroom. Prior to the war, the traditional teacher-pupil attitudes and practices prevalent may be expressed somewhat as follows, although there were always many exceptions. The old idea of teacher functioning and locus in the scale of values was that characterized by a Jehovah complex. His knowledge and wisdom were infinite and therefore his actions must not be questioned. He must maintain a military discipline and even thrash the offending pupils several times if he thought best in order to maintain his authoritative dignity and pupil respect through fear of discipline.

With the advent of compulsory physical training the teacher was forced to *play* with his pupils. This was the death-blow to oppressive discipline obtained by threats and consequent injections of fear and anxiety into pupils' lives. Nobody can enter the spirit and activities of games with children and maintain a tyrannical attitude. Thus the whole spirit of the classroom became gradually transformed from one of tension, apprehension, and authoritative dictatorship from above, to one of tranquility, cheerfulness, naturalness, and mutual respect based on human sympathy. Pupil-teacher relationship of this new order of rapport not only facilitated the learning process, but what was more important, meant the upbuilding of wholesome pupil regard and respect for authority based not upon fear, but upon love, sympathy, understanding, goodwill, good fellowship, and the teacher's ability to "pal up" with his pupils. To many pupils the play or gymnasium hour was the one ray of sunshine in their educational horizon. But it had certain carry-over values to other school activities. It tended to change pupil feeling-attitude toward civic organizations, and to promote a wholesome trend in personality and socialization development.

THE physical educator, probably more than any other member of the school personnel, has enviable opportunities for promoting pupil health, happiness, efficiency, and social adaptation. Education for play and profitable active use of leisure is the growing need of the day. But with the growing tendency to emphasize creative activities, let us not forget the equally important desirability and need for cultivating habit-patterns of relaxation and rest which offer invaluable opportunities for emotional control. In order to perfect our aim toward ever-changing immediate, and, to some extent, ulterior objectives, we should recognize and capitalize the emotional experiences inherent in relaxation and rest. The human body and psyche hunger for them. Adolf Meyer has well advised that all should cultivate periods for "constructive composure" and

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*A paper presented before the Physical Education Section, New York State Teachers Association, October 6, 1933, at Potsdam, N. Y.

The Need of a Physical Education Program in an Educational System

GOOD evening, ladies and gentlemen of the radio audience!* I have been asked tonight to speak on behalf of the professional and business men of Jersey City, and to tell you of the value of the Physical Education Department in the Jersey City public school system as the business men see it.

By
MATTHEW M. EPSTEIN

President and Counsel, Professional and Business Men's Association, Jersey City, N. J.

Well, in order to truthfully reflect the opinions of the professional and business men, I personally interviewed many physicians, dentists, lawyers, and bank, merchant, and business executives in Jersey City, who have had the occasion to hire and fire help. I asked each one three carefully selected questions. Tonight, I shall present the answers to you in a concise form for your consideration. After I shall have submitted to you this information, you can then decide for yourself whether our boys and girls should be encouraged to spend more time than they do in the gymnasium, at the playground, and on the athletic field while attending school.

Here are the questions I asked. See how you would answer them yourself! Of the executives who are in a position to hire and fire help, I asked, "In engaging help, is there anything else you look for beside the technical requirements? That is to say, if you are about to engage a stenographer, is there anything else you look for beside her knowledge of stenography, typewriting, spelling, and English?"

The answers I received were astonishing and quite a revelation. The consensus of answers was that the applicant's technical qualifications *were not as important* as his or her personal appearance, such as dress, poise, and an indication of confidence. In short, the applicant's character and personality came before his other qualifications.

I even argued with the professional men that sometimes appearances were entirely deceiving. But the men I interviewed, including many owners of chain stores who, during the past ten years had hired about 20,000 people, confessed that experience has proven to them that, generally, appearances are not deceiving.

A little later I shall show you that the Physical Education Department is the only department in our educational system whose primary duty is to build character and develop such traits as cooperation, loyalty, poise, confidence, and personal appearance, all of which the business men claim are of such vital importance.

THE second question I asked of the professional men was, "Does the average boy and girl have to bluff in the business field in order to succeed?" You may say that this

question is rather unique and perhaps offensive, if not insinuating. Yet, this question is highly significant, particularly to our educators and the parents in this city. That bluffing and copying at school, particularly

at high school, is quite prevalent, is a known fact. What is more, the Associated Press reported about two weeks ago, that a professor of the English Department and a professor of the History Department of the University of Washington, contend that it is perfectly all right for students to bluff, just so they do not get caught at it. The professors claim that every student has to bluff sooner or later in life, and the school is a good place to learn how to do it.

The business men and merchants whom I interrogated, unanimously disagreed with the University professors. The business men told me that one may bluff into a position, but it takes more than bluff to hold it, because, today, business is primarily interested in facts and not bluff. The doctors told me (after confessing that at school they themselves did copy and bluff occasionally), that bluffing was a sign of fear or laziness—that it was bad for the student's character because it sometimes led to an inferiority feeling and oftentimes developed a lack of confidence. The merchants were very firm in their belief that bluffing by an employee amounts almost to disloyalty; that a merchant can condone lack of understanding and even tolerate lack of initiativeness, but lack of loyalty means loss of a position.

I shall point out a little later that bluffing is not only discouraged in the Physical Education Department, but that it is never thought of in the gymnasium, at the playground and athletic field.

The third and last question I asked was, "If the professional or business man could have his own way, what would he do during his leisure time which he considered enjoyable? In other words, what would the business man like to do after business hours?" I cannot present a consensus of the answers, because different people have different tastes. Some told me that they would do exactly what they are doing now, such as reading, theaters, playing bridge, entertaining, visiting, and other interesting things too numerous to be mentioned here. But most of the people interviewed expressed a feeling of being disappointed in not being able to participate in active forms of recreation. Some told me that they would go in for tennis, swimming, volleyball, handball, and other sports, if they but knew how. But now, somehow or other, they cannot find the time to learn.

I shall, before I finish, point out that physical education is the only part of our educational system that teaches our
(Continued on Page 58)

*A radio address given by the author over Station WHOM, Jersey City, N. J.

Two Committee Reports on Leisure Time

Submitted by

W. G. MOORHEAD

Advisor, and Prepared by Graduate Class in
Administration, New York University

I. College Section

College Programs of Physical Education and Their Relationship to Leisure Time

THIS report was prepared at the suggestion of Mr. W. G. Moorhead, Director of the Bureau of Health and Physical Education, Commonwealth of Pennsylvania, and instructor of the class in Organization and Administration of Physical Education, New York University Camp during the summer of 1933. The committee which compiled the report was composed of four men and five women who are active in physical education in colleges and teachers colleges in central and eastern United States.

The more effective use of increased leisure time, imposed by present economic conditions, presents a challenge to education in general and to physical education in particular. In order to combat the influence of commercial interests which are capitalizing on this leisure time by providing questionable types of activities, physical education must help to solve the problem by building interests in more worthy types of activities and by providing leadership for conducting these activities. This report attempts to make recommendations for dealing with the problem on the basis of analysis and evaluation of (1) existing programs in colleges and of (2) current practices in the organization of these programs.

Analysis and evaluation of existing programs of physical education in colleges, as made upon the basis of experience and observation of the members of the committee making this report, indicate varying contributions of these programs to the partial solution of preparing individuals for effective use of leisure time. The program set up here for analysis and evaluation is a composite representing general practice in physical education at the post high school level. Two aspects of analysis and evaluation are considered: (1) the carry-over values resulting from the activities themselves in preparing individuals for participation and leadership in the activities; and (2) the carry-over values resulting from the manner of organization of physical education programs in preparing individuals for participation and leadership in the activities. Evaluation of these values is made upon the basis of the extent to which the activities are usable as leisure-time pursuits. Developmental results of activities as indirect carry-over values are not considered in this evaluation. Values tending toward lasting effectiveness in desirable leisure-time expression are indicated as considerable, limited, or negligible during two rather inclusive age periods, youth and middle age. The following table is intended to show an analysis and evaluation of values within the activities themselves which tend to be lasting.

ACTIVITY	CARRY-OVER VALUES FOR YOUTH	CARRY-OVER VALUES FOR MIDDLE AGE
<i>Individual game, outing, water, and winter activities</i>		
Tennis	Considerable	Considerable
Golf	Considerable	Considerable
Riding	Considerable	Considerable
Swimming	Considerable	Considerable
Bowling	Considerable	Considerable
Archery	Considerable	Considerable
Badminton	Considerable	Considerable
Horseshoes	Considerable	Considerable
Paddle tennis	Considerable	Considerable
Handball	Considerable	Considerable
Squash	Considerable	Considerable
Ring tennis	Considerable	Considerable
Camp craft	Considerable	Considerable
Hiking	Considerable	Considerable
Ice skating	Considerable	Considerable
Skiing	Considerable	Considerable
Snow shoeing	Considerable	Considerable
Curling	Considerable	Considerable
Canoeing	Considerable	Considerable
Roller skating	Considerable	Considerable
Cross-country running	Negligible	Negligible
Track and field	Negligible	Negligible
<i>Team activities</i>		
Field hockey	Considerable	Limited
Ice hockey	Considerable	Limited
Football	Negligible	Negligible
Volleyball	Limited	Limited
Baseball	Limited	Limited
Soccer	Limited	Negligible
Softball	Limited	Limited
Basketball	Limited	Negligible
Crew	Negligible	Negligible
<i>Self-testing activities</i>		
Stunts	Limited	Negligible
<i>Rhythmic activities</i>		
Folk dancing	Limited	Limited
Tap dancing	Limited	Limited
Creative dancing	Limited	Negligible
Social dancing	Considerable	Considerable
<i>Combative activities</i>		
Wrestling	Negligible	Negligible
Boxing	Negligible	Negligible
Fencing	Limited	Limited

As the foregoing table indicates, the activities which have greatest value in such a program of physical education are the individual game, outing, water, and winter activities. Some reasons for the failure of other types of activities to carry-over are listed below.

In team games, lasting values for leisure time are limited or negligible because:

1. It is difficult to assemble a sufficiently large number of participants.
2. In general, suitable facilities are not available.
3. Equipment is expensive.
4. The activity involved is too strenuous in later years.
5. It is difficult to obtain suitable officials.

In self-testing activities, carry-over values are limited or negligible because:

1. Interest in these activities wanes at higher age levels.

In combative activities, there is a limited or negligible leisure-time contribution because:

1. There is a lessening of interest in these activities at higher age levels.

2. The activity involved is too strenuous in later years.

In rhythmic activities, except social dancing, permanent values are limited or negligible because:

1. A great deal of the interest in these activities is due to working together. It is difficult to assemble a number of participants, except for social dancing.

2. Facilities (including accompaniment) are difficult to obtain.

ANALYSIS and evaluation of current practices in the organization and presentation of physical education activities in colleges indicate that there are within these practices some factors which tend to encourage and some factors which tend to discourage values which persist in the individual in his postcollege life.

Some of the factors in organization tending to encourage carry-over values are:

1. The provision of sufficient facilities to permit a broad and inclusive program of activities, including individual activities.

2. The organization of the program and facilities so that participation is easy and attractive to students.

3. The arrangement of tournaments and intramural contests.

4. The organization of hobby hours.

5. The provision for election within a broad field of activities so that students may attain success in some activity.

Some of the factors in current practices in organization of the physical education program which are less conducive toward effective carry-over are:

1. The lack of sufficiently extensive facilities and equipment to permit a broad program of activities, especially individual activities.

2. The concentration of leadership, time, budget, and facilities on a selected few individuals.

3. Insufficient and inefficient leadership which fails to arouse student interest in physical education activities.

4. Inadequate classification of individuals into ability or interest groups.

There are, within the methods of organization of the physical education program in effect in a great many colleges, a number of factors which operate to equip individuals for leadership in physical education activities. Among those factors are:

1. The use of student managers for teams and sports.
2. The use of student officials in intramural contests, tournaments, hobby-play hours, etc.

3. The organization of athletic associations.

4. Classes in recreational leadership.

5. The provision of opportunity to become familiar with the rules and techniques of the activities.

ON THE basis of the foregoing analysis and evaluation of physical education activities and of current practices in the organization and presentation of these activities by the colleges, the committee makes the

following recommendations to suggest possible ways whereby worthy contributions to the solution of the problem of increased leisure time may be made:

1. The acquisition and administration by the colleges of facilities for promoting individual activities, especially outing, winter, and water activities. The establishment of accessible camps and outing headquarters to allow opportunity for fishing, hunting, boating, trap shooting, etc., is recommended. Where it is impossible for the colleges to obtain private facilities, it is suggested that community facilities such as golf courses, bowling alleys, skating rinks, parks, and playgrounds be utilized if suitable co-operative arrangements can be made.

2. The provision for sufficient leadership and funds for promoting for all students those activities which have greatest carry-over value, i.e., individual and small-group activities.

3. The integration, under a leisure-time coordinator, of all departments of the college which may contribute toward the preparation of individuals for participation and leadership in leisure-time pursuits. The functions of such a leisure-time coordinator might include: the scheduling of time and facilities for use by college organizations (clubs, fraternities, alumni, etc.) and, where desirable, by the public; the coordination of the efforts of the departments of music, dramatics, art (including handcraft), physical education, etc.; the assignment of leadership for activities within the college and, where desirable, to organizations of the public; cooperative planning to provide for and organize hobby-play hours, etc.; and the coordination of courses in orientation, sociology, etc. so that the problem of leisure time might receive adequate emphasis and treatment.

Virginia Ames, Aroostook State Normal School, Presque Isle, Maine

Edith Ballwebber, University of Chicago, Chicago, Illinois

Henry Kumpf, Rensselaer Polytechnic Institute, Troy, New York

Ruth Lincks, Jackson College, Tufts College, Massachusetts

Guy O. Penwell, State Teachers College, Milwaukee, Wisconsin

Willis H. Summers, Washington University, St. Louis, Missouri

Ruth Wood, Connecticut College for Women, New London

Mildred Nelson, Chairman, Normal School, Frostburg, Maryland

Francis J. Moench, Adviser, Normal School, Cortland, New York

W. G. Moorhead, Instructor, Department of Public Instruction, Harrisburg, Pennsylvania

II. High School Section

Our Leisure-Time Problem: Its Challenge to High School Programs of Physical Education

THE PROBLEM of worthy use of leisure time is perhaps the greatest challenge for physical education today. Under the National Recovery Act, the American worker will have an unprecedented amount of leisure time at his disposal—time which will largely be squandered aimlessly, perhaps profitably in a few instances, but more likely wastefully, uselessly, and, often, viciously. American civilization, during the past thirty years, has been in such frenzied pursuit of money, necessitated by closer and keener competition, the formation of chains, great corporation combines, trusts—yes, and bad politics, high taxes, crime, and many other reasons, with resultant

long hours of work and low wages—that the average worker has had very little time to devote to the things he was more interested in—his hobbies, art, music, literature, etc., or to get some real pleasure out of living by playing again. This should all change, and the realm of physical education, heretofore confined to schools, colleges, Y.M.C.A.'s and other athletic organizations, should now encompass all organizations outside of the traditional ones, and reach every home and family and provide all with some form of recreative activity which will make their life more enjoyable and worth while.

How can we meet this challenge? What steps can we take, what measure can we set up to overcome this problem?

In a project such as this, where the cooperation of all sorts of civic, social, and religious organizations must be gained, where the community as a whole must be aroused to participate and freely donate time and money to the cause, the method for securing this cannot be accomplished by strictly following certain predetermined steps or stages, but must be done in a somewhat indirect and subtle manner—call it “political” manner—where friendships are harnessed, influences of all sorts brought to bear, and all these forces are combined in such a manner that definite progress toward the ultimate goal is steadfastly made.

In every community, the method for attacking this problem will be different. In a few places for instance, the director of physical education may possess the necessary qualities for instigating and piloting the project to its proper destination. In some communities, a popular politically ambitious leader may be used to push the issue, guided, in the background, however, by a trained but unpretentious director of physical education. More often it will be necessary to move slowly and grope in many directions at first, getting this person interested, then another person, but, with the purpose in mind at all times, all will gradually converge toward the final goal.

Without attempting to outline a step-by-step plan for this problem, it might be well to mention what people and what organizations should most probably be contacted and brought into use.

The first step should be a meeting of a sponsoring group of four persons such as the following:

1. Superintendent of schools
2. President of the board of education
3. Mayor
4. (Physical educator)

The above group organizes temporarily and decides to call a meeting of representatives of all local community organizations and individuals interested in a well organized recreational program for the community. There should be publicity through the press and letters should be sent to all organizations. The following list suggests organizations in the community which should be asked to send representatives:

1. Editor of the local newspaper
2. The mayor of the city
3. The pastors of the various churches

4. Y.M.C.A.
5. Y.W.C.A.
6. American Legion
7. G.A.R.
8. Elks
9. Kiwanis
10. Rotary
11. Woman's club
12. Chamber of Commerce, etc.

At the meeting of all the representatives, the sponsoring group presents ideas and gets the reactions from the various representatives. The original chairman should appoint a nominating committee to select a group of recognized, strong, purposeful leaders to compose a central guiding committee. These members are each to be a chairman of a sub-committee. The various sub-committees to be set up to work out the details of the program should be as follows:

1. *The Facilities Committee.*—Chairman: A popular member of the community who has a knowledge of some of the available space for play.

Duties of the committee: (a) make a survey of all available spaces such as high school, churches, lots, Y.M.C.A.'s, etc.; (b) schedule time play periods in the above spaces; (c) additional grounds might be constructed through relief organizations.

2. *Ways and Means.*—Chairman: Some influential business man.

Duties: (a) solicit funds—individual contributions; (b) secure financial aid from various organizations; (c) run “Community Chest” campaign.

3. *Leadership.*—Chairman: Superintendent of schools.

Duties: (a) selection of trained leaders from community and soliciting their services; (b) select student leaders from high schools; (c) have classes for the training of volunteer leaders.

4. *Publicity.*—Chairman: Editor of the newspaper.

Duties: (a) give publicity for the program through all papers; (b) use of radio as a publicity medium; (c) editing and distribution of pamphlets; (d) advertising through the movies, etc.

5. *Program.*—Chairman: Physical education person. Assistants: Committee—musical director, dramatics director, librarian, scout leaders, director of recreational center, etc.

Duties: (a) to list types of activities to be offered for community participation such as dramatic club or little theatre, forums, sketch clubs, camera clubs etc.; (b) to plan special functions such as festivals, carnivals, pageants, etc.; (c) to arrange and supervise tournaments; (d) to arrange exhibits of collections, antiques, relics, and to work of community arts and crafts clubs, etc.; (e) to arrange for hikes, exploration trips into nearby country; (f) to arrange for special lectures and musical programs; (g) to provide for special dances; (h) to plan and supervise activities of girls and boys clubs; (i) to arrange for and supervise seasonal games.

(Continued on Page 47)

As the Year Draws to a Close

As the epoch making year of 1933 draws to a close we look back with mingled feelings of regret and satisfaction. It has been conclusively proven that Physical Education has made itself stronger in the educational world than ever before. Although Physical Education has been curtailed in a number of educational centers, the great majority of school systems have enthusiastically retained, and in some instances increased, their physical education departments. This year has allayed whatever doubts there may have been concerning the future of Physical Education. This important foundation of healthful and purposeful living has carved for itself a secure place in the educational program. Being so closely affiliated with Physical Education we have watched with keen interest the splendid fight that has been made. The achievements of this year have demonstrated that Physical Education is founded on bed rock. The future holds forth much promise for further success. With this in mind we wish to close with a Merry Christmas and a Happy New Year to you all.

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The Place of Physical Therapy in a Physical Activity Program

By

WALTER C. FREEMAN

Associate Professor of Physical Education and Director, Department
of Physical Therapy, Ohio Wesleyan University

THE TOPIC which I am about to discuss is one of a very broad scope and of many interpretations. I will attempt to treat the subject from an entirely educational standpoint, and will not take into consideration the technical aspect or application.

A course of physical therapy as a part of a physical education program gives a decided advantage to both the student and the instructor. Here is an advanced course in physical education which cannot help but arouse the deep interest of those placing it in their curriculum.

Such a course should be ably taught by the average university or college faculty with special preparation, where a department of physical education is maintained. It would relieve the already overcrowded curricula of the medical schools of this undergraduate work, and when the student has completed his professional work he could continue his postgraduate work in such schools as give courses in physical therapy. The following is a partial list of the schools on the approved list of the American Physiotherapy Association offering courses in physical therapy: Harvard Medical School, New Haven School of Physiotherapy, Northwestern Medical School, Southern California School of Physiotherapy, University of Iowa, University of Michigan, University of Pennsylvania, and Williams and Mary College. The University of Wisconsin, Bouvé-Boston School of Physical Education, Sargent School of Physical Education, and the Posse-Nissen School of Physical Education offer courses in physical education with a major in physical therapy.

This course should include all the subjects that are taught in a major of physical education and, in addition, electrotherapy in its various forms, radiation, both natural and artificial, hydrotherapy, massage, medical gymnastics, orthopedics, etc. A quotation from Granger states, "If the medical profession at large, in their use of electrotherapy, will, as they expand, insist on having office assistants, trained in massage and muscle re-education, the standard of treatment will be raised in short order."

This course should meet the curriculum requirements of the Physical Therapy Council of the American Medical Association and the American Physiotherapy Association.

Let us first consider what physical therapy means to the physical education major as a whole. Heretofore, the majority of the courses dealt with the bodily function

relations and slightly with pathological cases. Here is a new field which familiarizes us in a technique for treatment of these pathological conditions.

For example consider the field of electrotherapy. Electricity is more or less a mysterious being to many of the uninitiated. It is mysterious because it does not partake of any of the qualities by which we are accustomed to recognize other natural substances or beings. We cannot see what electricity is made of, what color it may have, what shape or size its component parts may have. We can feel the effect of electricity but we cannot feel whether it is round or angular, rough or smooth, hot or cold. The electrical current is, however, accepted as being composed of a stream of ultimate divisions of all matter, the electron, and obeys certain very definite laws of nature so that by its characteristics we may know it.

No field of medicine, says Grover, "offers greater encouragement for study and application than does electrotherapy." Electrotherapeutics today is no longer shrouded in mystery; it is not based on psychology; it is an exact science. To quote from Eberhart, "The laws governing electricity are as definite and exact as those of mathematics and it may be employed with an assurance of a definite result if used as indicated by the physiological action of its various forms." It is because of this exactness that the student should become familiar with the fundamental laws of electricity and the course presented should not be lacking in such instruction, and, whatever fear the student may have had regarding electricity is overcome through the knowledge of its action and the actual experience in using it in laboratory work.

The course offering theory through its regular lectures and practical application in the clinic or laboratory makes for the student one of thorough knowledge. The laboratory offers the opportunity of viewing the physiological effects of the use of the various phases of physical therapy. Given properly constructed equipment, correctly operated, in properly selected cases, we may hope to secure very gratifying results in a large number of cases; for the method is rational, simple, and acts as an aid or ally to nature, tending to promote healing by means of an addition to nature's method.

It is here in the laboratory the students learn the different techniques required in the use of the various modes of physical therapy. We should not be so much concerned in the pathology of the cases as in the technique required to carry out the instructions of the doctor.

The Value to Specialized Fields

The Technician.—The major in physical education who takes the course with the ambition of becoming a technician in the field of physical therapy cannot help being enthused in the possibility of the future of this work.

All can see the importance and the results of physical therapy in its use. It is becoming more and more recognized as an essential adjunct to the field of medicine. Its success when used in hospitals during the World War has attracted the attention and interests of nearly all up-to-date hospitals—so much so that they are instituting departments of physical therapy on an equal basis with all other departments.

The technician knows the results from the treatments by physical therapy. This knowledge alone makes him feel sincere in following his instructions in giving the treatment, doing a real helpful service to mankind—and what a thrill is gained in helping someone regain or obtain better health.

The technician realizing the future in his field is probably in a better state of mind to receive the most knowledge from such a course. Let us see how such a course equips him. The course should offer a working knowledge in both theory and practice. He should obtain the knowledge or information concerning the following: laws, phraseology, terminology, physiological results, and application of the various techniques.

The technical knowledge thus gained forms a basis for carrying out intelligently the treatments prescribed and for observing and reporting the symptoms and reactions to the physical therapy prescriptions. With this fact in mind, the technician is stimulated to undertake graduate work for more thorough knowledge of the subject.

The Coach.—It has been estimated, and no doubt with justification, that 50 per cent of a coach's success lies in the quality of his material. In practically all athletic sports, material is limited. All available material must be protected and kept in the best physical condition. Having this in mind, he has for his consideration the treatment of disabilities pertaining to athletic sports—a most important and vital factor in the health and welfare of those of his teams. In this work his chief concern is not merely the healing of wounds, the mending of broken bones, the relief of disabling sickness, but is also the return and restoration of his players to a condition as nearly as possible approaching a normal standard of bodily health through a plan of treatment which will most quickly and most surely produce the desired bodily functions.

Those prospective coaches taking the course in physical therapy will be quick to take advantage of the experience gained in connection with the treatment of injuries in the laboratory. A coach thus trained will enter his professional field hoping to give his injured players the benefits of treatments by physicians engaged in administering physical therapy; but, if he is unable to secure this type of care for his injured athletes he will be schooled in the knowledge of the application of the simpler forms. His chief service will be with those cases

dealing with sprains, strains, muscle bruises, etc. He will have the technical and practical knowledge in the use of the infra-red, deep therapy lamps; paraffin bath; massage; hydrotherapy; and medical gymnastics. With his knowledge of the ability and effectiveness of these he is fitted to select the best and most economical for his use.

The needs and use of physical therapy as applied in the field of physical education may be summed up by a statement of Dr. McFee who states, "The constantly growing importance of physical measures as agents of treatment is everywhere becoming more apparent. In a general way the use of physiotherapy is indicated whenever we wish to modify profoundly the process of nutrition, remove effete material from the organism, stimulate assimilation and thus invigorate digestion, soothe nervous irritability, relieve nerve pains, increase nerve force, remove diseased deposits from inflamed joints and their surrounding areas by absorption, restore their normal usefulness, and to stimulate and equalize circulation; also to prevent infection by means of sterilization, and to combat and overcome infection when once it has developed." All this may be beside the point but certainly no coach realizing the opportunities involved in treatment of athletic injuries afforded through the use of physical therapy means should overlook such a course of study in his academic quest for knowledge.

The Premedic.—Physical therapy is not a new subject but up to the time of the World War was little known and practiced by the medical profession. What has been accomplished by the use of physical measures of treatment in the reconstruction of our disabled soldiers has awakened the medical profession to an appreciation of the values of these agents in the treatment of many pathological conditions. Without their aid it is practically impossible in many cases to get maximum restoration of disabled parts to their normal function. Surgery, which aims at physical repair, must have the help of these methods in many cases in order that complete restoration of functional activity may be used.

Quoting Dr. McFee again, "The adoption of ways and means to prevent disabilities, and the employment of physiotherapy or physical measures for treatment for those that do occur, is now the particular concern of those engaged in the great service of conserving manpower and restoring to active and useful lives those unfortunate victims whose ailments are classified under the term of 'disabled.'"

"No field of medicine," says Grover, "offers greater encouragement for study and application than does that of physiotherapy." Hence the premedic, sensing the importance of physical therapy in its application to the medical profession, enters such a course with an interested and enthused spirit.

In the various applications of physical therapy, the treatment should be prescribed by a physician or the medical director of the clinic and he alone should be responsible. The technician does not prescribe; he merely carries out the instructions. With this point in mind, the premedic sees the need for a thorough and comprehensive

(Continued on Page 54)

Women's Athletic Section

By

GRACE B. DAVIESS

Chairman,

University of Cincinnati, Ohio

THE NATIONAL Section on Women's Athletics of the American Physical Education Association, wishing to follow Miss Mary O'Donnell's suggestion that one should "Let the Dance Section Serve You," desires to say that it also wishes to be of service in all matters pertaining to the promotion of girls' athletics. To this end the following is an explanation of the organization of the Section, showing its functions and its accessibility for aid whenever such is desired. All active members of the A.P.E.A. are also members of this Section and can participate

in its program. The Section has been primarily a rules-making body, but since its reorganization four years ago, when a new constitution was adopted, including the setting-up of policies, standards, and research, under a central plan, it has entered wider fields. It now has an Executive Committee, a Legislative Board, an Editorial and Rules Committee with its sub-committees, and this year is adding four standing committees, namely "Standards," "Content," "Research," and "Publicity."

This Section wishes to emphasize always its close connection with the National Amateur Athletic Federation. Heretofore, where the work of the Women's Athletic Section ceased, in its rule-making, the work of the National Amateur Athletic Federation began, in its forming of standards. And now with both of these functions also delegated to the Women's Athletic Section, the tie-up between the two organizations will be closer than ever.

As far as priority goes, the Rules and Editorial Com-

Personnel of Officers of the National Section on Women's Athletics

Executive Committee

Grace B. Daviess, Chairman, University of Cincinnati, Ohio.
Mary J. Shelly, Teachers' College, Columbia University.
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Marguerite Hussey, New York University, New York City.
Gladys Palmer, Ohio State University, Columbus.
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Marguerite Hussey, Secretary, New York University, New York City.

Theresa Anderson, North High School, Des Moines, Iowa.
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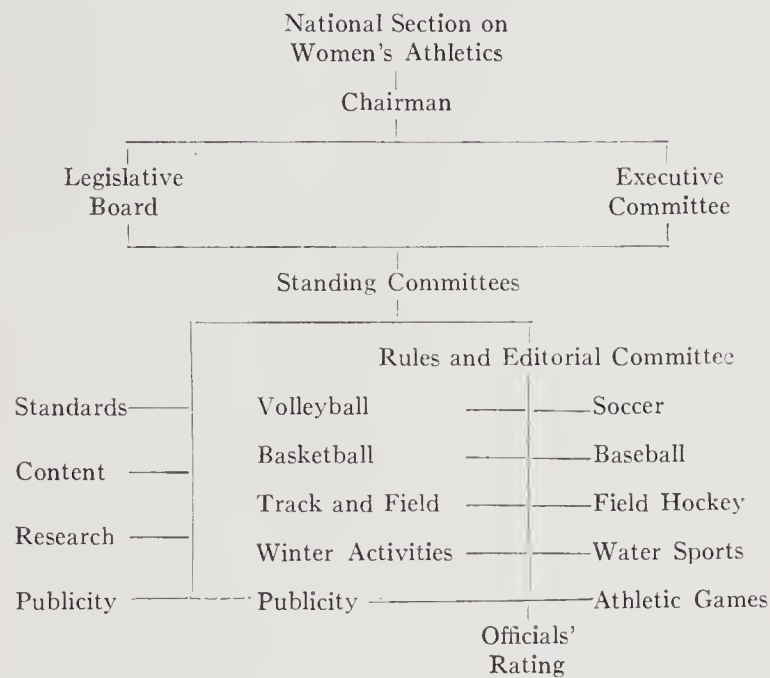
Marcia Winn, Chairman, William Smith College, Geneva, New York.

Mildred Howard, Mt. Holyoke College, Holyoke, Mass.

Ruth Murray, Detroit Teachers' College, Detroit, Michigan.

mittee of the Women's Athletic Section existed first and is still the most important branch of this Section, with Miss Helen Hazelton as Chairman. Next in time and importance came the National Amateur Athletic Federation, founded in 1923. These two organizations worked together, the one making rules, the other, standards. Now, with the Executive Committee, Legislative Board, and four standing committees of the Women's Athletic Section as connecting links, these three groups feel that they will cover adequately all phases of athletics for women, the work of each supplementing that of the other.

The following diagram shows the present organization and personnel of officers.



The function of the Executive Committee and Legislative Board is to see that the business of the Section is carried out, such as, suggesting new legislation; answering varied questions on policy and programs from workers in the field; arranging and coordinating the five district A.P. E.A. convention programs of the Section, as well as that of the national convention. The Editorial and Rules Committee works in its many sub-committees independently, and is coordinated by its chairman who also supervises the printing of all the Spalding rule books for athletic activities for women and girls.

The four standing committees of this Section have just been appointed, and have in each case drawn up tentative programs which will occupy them for several years to come. In brief, the Standing Committee on Research, cooperating closely with the Research Section of the A.P. E.A., is to collect and act as a clearing house for proven skill tests for all sports. It is also to study other problems as they present themselves, such as "Grading in Physical Education for College Women" with research into what constitutes "average ability" and factors in a "passing grade" in various activities.

The program of the Standards Committee is to draw up statements on standards for athletics for girls in the elementary grades, in junior and senior high schools, in colleges, and for women in industry. It will enter the field

of adult recreation, studying situations as applicable in Y.W.C.A.'s, Y.W.H.A.'s, camps, industrial concerns, recreation centers, church leagues, and so on. In all of its work it will cooperate closely with the National Amateur Athletic Federation, always having as a member of its Committee, one of the Executive Board of the National Amateur Athletic Federation.

The Content Committee is to draw up programs for girls' participation and competition suitable for the various age levels: elementary grades, high schools, colleges, and post-school women.

The Publicity Committee is to formulate, set up, and distribute model publicity campaigns; to collect good examples of desirable publicity already in existence; to give publicity to approved standards and programs of women's athletics; and to try to educate writers and reporters to stress ability and sportsmanship of girl participants rather than their personal appearance.

The Chairman of the National Section will always be glad to receive suggestions from its members on any phase of its work as it relates to committee or convention programs. It is the desire of all the officers that every member feels that she has a voice in the business of the Section as well as the power to elect officers. The name and address of the Chairman will always be found listed among the A.P.E.A. Legislative Council members on the first page of the JOURNAL.

This Section may seem intricate in its organization but the concept of this new set-up is a broad, all-inclusive one. It has in its organization the potential power to become the national central agency and clearing house on women's athletics. And with each and every separate committee and sub-committee cooperating with each other, as well as with all other organizations working to promote an athletic program for girls, such as, the National Amateur Athletic Federation, the Y.W.C.A., the National Recreation Association, and the Girl Scouts and Camp Fire organizations, it is hoped that much good work will be done educationally, that definite advance will be made in athletic programs, and that less duplication of effort and material will result. It is time that all such organizations with similar aims and functions know what each other is doing in order to work together, molding one big concrete whole instead of disintegrated parts; in brief, to promote, provide, and protect athletics for girls and women.

A Christmas Suggestion

You may have friends in the profession who do not at present take the JOURNAL OF HEALTH AND PHYSICAL EDUCATION and who would enjoy receiving it for a Christmas present. The JOURNAL will serve as a reminder of friendship all through the year. To those who are selected for this useful gift, will be sent the December issue of the JOURNAL with an appropriate Christmas card designating the donor and stating that the complete file of ten issues for 1933 will follow in order.

Are Physical Education Teachers Interested in Health Education?

By

ELEANORE ALDWORTH

Instructor in Health Education,
State Teachers College, West Chester, Pennsylvania

IF THIS question should be given to you by a superintendent interviewing you as a candidate for the opening in his educational system, you would unhesitatingly answer *yes*.^{*} In fact, I believe you would reply in the affirmative at any time. Your thought would probably be that you are interested in health because you are dealing with physical activities that build and depend upon health.

Before going further, we need to understand what is meant by *health education*. To many it is synonymous with health instruction. It is, however, more. Health education is an organized, systematic program for developing the habits, attitudes, and knowledge that will contribute to physical, mental, and emotional health. This needs to be a continuous, graded, and progressive program. Health education is one unit in the school health program of which there are two more units, namely, *physical education* and *health service*. To the people actively engaged in physical education, it is not necessary to attempt to tell what is included in that program. The *third* unit, health service, does need some explanation. It includes the work and services of doctors, nurses, nutritionists, dental hygienists, programs for correction or alleviation of physical defects, school sanitation, daily inspection, immunization, and health of teachers.

These three branches of the school health program need to work together and understand each other. The health service is the one which concerns physical education teachers least as we are seldom directly concerned with its work. This statement does not imply a disregard for the work of the health service or a minimizing of its importance, but at the present time teachers in physical education have not been called upon to carry on health service work to any great extent. *Ours* is the problem of cooperation with the health service and intelligent use of its findings.

As to health education, some of you may directly be concerned with that work and be handling classes in hygiene or health. To you people all I shall say at this time is "more power to you." To the rest of you, may I address this question, "Is there a health education program in your school that has your vital and interested cooperation as well as that of the children?"

During the last five years spent with students in a

four-year professional physical education course, it has been all too clear to me that a large percentage of them are interested only in the activities of their program. Their interest in health education is on a par with their interest in other so-called theory subjects, and as such is tolerated as a necessary background for their physical education preparation. These students are soon made aware of the fact that many of the openings for inexperienced teachers require one or more subjects in addition to physical education, such as history, English, science, etc. They then begin to plan on *minors* in their courses and in the process of time learn to adapt, at least outwardly, to the necessity of the situation. I believe such experience is probably typical in other teacher-training colleges with similar programs.

In New York, during the Christmas holidays, there was a round-table discussion among a group of physical education people interested in teacher training. It was frankly admitted that today it is well nigh impossible to obtain a full-time physical education position. This is certainly true of the graduates from teachers colleges. Some adaptation to this need is therefore necessary, giving these people opportunities to receive broader training. Syracuse University is setting up a new double-major program linking physical education with such other major fields as business education, science, mathematics, social sciences, and history. Other colleges may also be carrying out similar changes, but this serves as an example.

In this connection, let us turn to an article by James E. Rogers printed in the September 5, 1932, issue of the *Journal of Education*. He says that physical education has made more rapid strides in the past ten years than any other branch of education, and the prediction for the next ten years is equally good. He goes on to say, "As there is a new education, so there is a new physical education. The modern program of physical education deals not so much with exercise and calisthenics as it does with *health*." He goes on to say, "While physical education has made its place in the educational field and while the cause is being promoted by the general educator, there is also a challenge from the general educator. We must produce programs that are *educational*. Our activities must have educational purposes. Exercise must build health. Sports must beget sportsmanship. Gymnastics must develop neuro-muscular skills. Play must develop play habits for the wise use of leisure time. Activities must not be ends in themselves but must be the means of building better manhood and womanhood. To meet this challenge we must all become *teachers*, not specialists. As teachers we have one subject common to all—the growing boy and girl in a rapidly changing, mechanical world."

^{*} A paper presented before the Physical Education Section at the Northwestern District of Pennsylvania State Teachers Association at Scranton.

Do you believe that all those now engaged in physical education are firmly convinced of the truth of those statements and are carrying them out in their programs? Certainly we should not be too critical of our undergraduate students who are interested only in the activities and but little interested in other phases of education. We should realize that they have probably been influenced by their physical education instructors and coaches through elementary and high school years.

Delbert Oberteuffer, one of our younger leaders in physical education, presented two problems in the *Chicago Schools Journal* last year. One of these is of interest at this time. It concerns the possible merging of two similar fields—health education and physical education. His article written to the physical educator asks the pertinent question, "Shall we be content to train performers and organizers in the field of motor activities, or shall we accept a larger responsibility and unite physical education with health education so that our graduates are qualified in both?"

Some of you, unacquainted with health education, may feel that it has been handled all along by physical education instructors, but such is not the case. Many feel the classroom teacher is the best and only one to handle the matter in elementary schools. Some say the nurse might handle it successfully. In the secondary school, there may be a definite health counselor or coordinator, the physical education teacher, the nurse, the nutritionist, or the science teacher carrying on the work. It seems odd that a movement of which so many people heartily approve should be so bandied around like "an orphan hunting for a guardian."

If physical education needs to consider other fields of education, why should it not wholeheartedly embrace the health education program which has such close relationship to its interests? Both would benefit considerably from the union it is certain. This would necessitate, according to Dr. Oberteuffer, adding to the undergraduate physical education curriculum more biological sciences, bacteriology, mental hygiene, and studies in child hygiene, adolescence, public health, immunology, and the prevention of disease. This would necessitate a re-outlining of our professional curricula with the necessary additional hours of study, possibly lengthening the curriculum in order to do so.

This sort of change cannot take place at once, it is certain, but the need for it should give all of us food for thought in our present and future planning. It is possible to do things to bring about a closer union between *health* and *physical* education. Let me suggest three things which our training schools for physical education might do under present conditions.

1. Place an emphasis upon the underlying sciences of chemistry, biology, anatomy, and physiology which would show their connection to health education as well as to physical education.

2. Include in the existing hygiene courses now given the specializing students, not only the facts of personal and community health, but also the principles and methods for carrying on a vital health instruction program in our schools.

(Continued on Page 53)



No Penalties

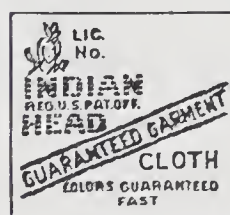
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● AROUND THE COUNTRY ●

WITH J. E. ROGERS

It is a pleasure to note the rapid growth of the Phi Epsilon Kappa Fraternity. This is a national honorary society that stands for the best in our profession. There are twenty-four Collegiate Chapters spread throughout the country among our leading universities and colleges. There are twelve Alumni Chapters located in our prominent cities with outstanding physical education programs. The official publication of the Fraternity is *Black and Gold*. Dr. Carl B. Sputh of Indianapolis, a pioneer in education, is Grand President. Some of the other national officers are Oscar E. Gerney, Collegeville, Pa.; William Gerber, St. Louis, Mo.; Arch D. McCartney, Cincinnati, Ohio; Wm. Reichelt, Philadelphia, Pa.; Dr. L. B. Chenoweth, Cincinnati; Robert H. Nohr, Jr., Madison, Wis.; E. G. Schroeder, Iowa City, Iowa; Martin H. Trieb, Los Angeles, California.

* * *

President C. H. McCloy of the newly created Central District of the A.P.E.A. is planning a great meeting at St. Paul. He expects a very large attendance and is preparing a fine program. City Director W. W. Kilbourne promises a fine set-up.

* * *

I have just returned from an extensive and intensive nine weeks' field trip, as far west as Denver, as far north as Duluth, and as far northeast as Portland, Maine, where I have been studying (1) what effect the depression has had on physical education, and (2) what steps were being taken to meet the situation and improve our program so that it will merit recognition and receive credit. It is impossible here to give the results of the study except for this general statement. On the whole physical education has held up very well and with the exception of a few states and a few cities we are holding the line splendidly. Of course, we have taken salary reductions and there have been retrenchments in the programs, but on the whole physical education has not been under special attack. It has simply suffered in places along with general education and the financial depression. In fact in some places physical education is better today than it was last year. Conditions in cities over 100,000, on the whole, are excellent, considering the general situation. Some elimination has taken place among the smaller communities.

It has been a pleasure to see our profession meeting the situation with better programs. In most places our physical educators were on their toes doing a better job and anxious to be of service to the community in a wider, broader program. However, it was discouraging also to find that many of our people have not awakened to the challenge that we must adjust our programs to the new situation and work harder in order to merit the support of the general educator and the public.

On this trip it was my pleasure to have many conferences with practically all the state superintendents in some eight states and about twenty-three different cities. These conferences with superintendents were one of the high spots of the trip. It is a great comfort to see superintendents fighting to maintain all the subjects in the curriculum. They wanted a horizontal rather than a vertical cut. It was better to cut salaries and reduce school terms rather than to eliminate educational service. They said that all the subjects in the curriculum must be maintained and they were fighting to hold the line in regard to standards and the newer subjects in the curriculum. This was very heartening, because when the general educator believes in health and physical education, there the program is maintained.

* * *

The pamphlet, "Athletics for Girls—A Digest of Principles and Policies for Administrators and Teachers in Junior and Senior High Schools," published by the Department of School Health and Physical Education of the N.E.A., has been in great demand. This pamphlet, prepared especially for principals and superintendents, outlines the best educational procedures in the matter of girls' athletics.

The famous athletic meetings that are usually held during the Christmas holidays in New York will this year be held in Chicago. It is worth while attending these meetings. Many national organizations meet together. Some of the most prominent are (1) the College Directors of Physical Education, (2) the Intercollegiate Athletic Association, (3) the American Student Health Association, (4) the Football Coaches Association, and other groups.

* * *

Our profession has suffered a great loss in the passing of Dr. Amy Homans who died in her eighty-fourth year. Dr. Homans was a pioneer in physical education and was probably the most outstanding woman in our field. She was a powerful influence in the development of women leaders in physical education.

"Dr. Amy Morris Homans, former Wellesley College Professor of Physical Education and a pioneer in the field, died yesterday at her home, 11 Appleby Road, Wellesley. She was eighty-four years old. She resigned from the Wellesley College faculty in 1918 because of the age limit. She has been repeatedly honored by the college. She was given an honorary degree of doctor of pedagogy by Russell Sage College of Troy, N. Y., in 1930, and in the same year received an honorary award from the American Association of Physical Education. She was born in Vassalboro, Maine, November 15, 1848. A close friend of Mrs. Mary Hemenway of Boston, philanthropist, she was made the first director of the Boston Normal School of Gymnastics when it was founded through Mrs. Hemenway's generosity in 1889. It was one of the first schools of its type in the country."

* * *

Miss Mary Coleman, President this year of the A.P.E.A., has for years been a national figure in teacher training, especially in the Southland. Miss Coleman has made a real contribution in training qualified teachers in the South. She has high standards and believes in the five-year training course for physical education.

* * *

The School Health and Physical Education Section of the Maine Teachers Association held a very large and splendid conference at Lewiston, Maine, October 27. Mrs. Howard, President of the Maine Physical Education Association, arranged a very cosy meeting the night before. Some of those present were Miss Corinne B. Van Norman, Colby College; Miss Harriet Desmond, Thornton Academy; Miss Helen Lengyel, University of Maine; Miss Lillian Townsend, Ricker Junior College; Miss Lena Walmsley, Bates College; Miss Dorothy Goodwin, Elementary Schools; Miss Aubra Williams, Wilmora, Kentucky; Mr. James Edward Rogers.

* * *

I know that we will all be very happy to get this message from our good friend and leader, Dr. J. H. McCurdy. "We have a fine student body again this year and a good graduate group—some forty men from sixteen different colleges."

* * *

Progress is being made in state-wide physical education in the state of Washington. Superintendent N. D. Showalter writes, "In response to your letter, I am pleased to say that the program of education is going forward in the state of Washington despite all the handicaps of the economic depression. We have less money than during former years, but are trying to use it to the very best possible advantage. Most of our schools will continue in session for the full nine months this year. Our courses of study have been rearranged and modernized, and our high school curricula have been liberalized in character.

"A program of health education is going forward by and with the help of the State Health Department. This year our county nurses are to give their time more completely to the children enrolled in the public schools. Sometime we will be able to have a state director of health."

Mr. G. S. Lowman, Chairman of the Teacher-Training Section for the A.P.E.A., is planning three meetings at the Cleveland National Convention. There is no more important topic today than teacher training for physical education. He writes, "The first period will be given over to Neilson, with a discussion leader and with some time for discussion from the floor. The second period I am going to give to Miss Campbell for her mid-west program on teacher training. The third period will be set up for the topic on the double major."

Mr. Lowman is also Chairman of the Teacher-Training Section for the Physical Directors Society meeting in Chicago with the National Collegiate. He writes, "Our program will be at 9:30 to 12:00 on December 28. I wrote Neilson about having a report made at this meeting, but he advised me that he could not be there, so I have secured Scott to make this report on the evaluation of teacher-training courses, and have secured Oberteuffer for discussion leader. I will also have another subject on the program, namely, 'Problems in the Placing of Professional Course Graduates,' by W. W. Patty, of the University of Indiana."

* * *

Edgar W. Everts, State Director of Minnesota, writes, "So far my field trips have revealed the work going on, particularly in the elementary school field. You may be interested to learn that not a single rural school play day went by the board last year. We conservatively estimate that over 60,000 children participated. We now have twelve school systems embarked on the physical capacity testing program. It is needless to say that in these systems physical education has not come under question although in at least three of them other departments have been dropped."

* * *

Miss Margaret C. Brown, President of Panzer College, reports "Everything is going well here." Panzer College has been fortunate in the placement of many of its graduates during the past two years.

* * *

Dr. John Bovard of the University of Oregon, Director of Health and Physical Education, has been one of our pioneer leaders on the Pacific coast. He has made a real contribution to the development of our profession in that section of the country. He is a scholar and a gentleman.

* * *

Everyone I am sure will be most happy to hear that our genial, good friend, Dr. Burdick, has recovered from a major operation and is prospering. Dr. Burdick is one of the pioneers in our profession and is highly regarded by everyone.

* * *

Our good friend, Miss Florence H. Somers, is now on the faculty of the Margaret Eaton School in Toronto, Canada. Miss Somers has held many fine positions in this country in physical education and we all extend to her best wishes in her new position.

* * *

The eighth annual National Recreation School, under the auspices of the National Recreation Association, is now in session in New York City. This is a graduate course for teaching recreation executives. The thirty students now in session are college graduates.

* * *

The New Jersey Physical Education Association is one of the oldest and best organized state associations in the country. It was organized in 1919 and in its early years had the fine leadership of Dr. Maroney. Miss Mazie V. Scanlan has served as secretary for a good many years. A fine program was arranged for its annual meeting on November 11 at Atlantic City.

* * *

Our good friend, Dr. D. K. Brace, University of Texas, writes, "I am now back at work after a busy summer, having taught the first term here and the second term with McCloy at the University of Iowa. They have a great institution there at Iowa and a very fine cooperation between all departments which can serve physical education. I believe they are doing more real research there than in almost any other institution.

"Things are going nicely here at the University. We are delighted in having Mrs. Helen Frost Rankin in our Department of Physical Training for Women this fall."

Mr. G. B. Affleck, International Y.M.C.A. College, Springfield, Massachusetts, is arranging a physical education forum which will be held once in two weeks during the college year. He writes, "We aim to have presented to our physical course students some of the live topics which are more or less of a professional nature. We have just had a presentation of the philosophy of physical education as seen by Dr. Russell, Principal of the State Teachers College; Westfield, Massachusetts. We consider next the external mechanics of track and field athletics. Then will come stereopticon views of athletics among primitive peoples. Gus Kirby will present the work of the American Olympic Committee. Curry Hicks of Massachusetts State College is to discuss with us physical education in the land-grant colleges, with special reference to military drill, and we have partial arrangements for others."

* * *

Mr. C. L. Glenn, Supervisor of Physical Education for many years in Los Angeles, California, sent me some very valuable and interesting material the other day, particularly a small pamphlet entitled *A Manual for Elementary Principals and Teachers on the Proper Use of Playground Facilities*. He notes, however, that this is not for general distribution.

Mr. Glenn reports that on the whole things have gone very well in California.

* * *

Mr. J. Fred Bohler, Director of Physical Education and Athletics at Washington State College, Pullman, Washington, has been a pioneer in the Northwest. Mr. Bohler has given, during the past ten years, excellent leadership in the development of physical education in the state of Washington. He has been one of our most active workers in getting a state program and also in the efforts to get a state director.

* * *

The Department of Education, Alabama, has just published a splendid book outlining the physical and health education point program for junior and senior high school boys. Last year a similar manual was printed setting up a point system for junior and senior high school girls.

* * *

Carl Schrader is National Chairman of the P.T.A. Committee on Physical Education. He recently wrote a letter urging the P.T.A.'s to hold our line in education. Here is his opening paragraph. "How inconsistent it is to manifest anxiety about the dangers of leisure and then to turn about and curtail or oust from the school program the very activities that prepare and educate for this leisure! Surely it is not patriotism nor intelligence that prompts economy which cripples the society of today and tomorrow. There is much work to be done by you, state chairman."

* * *

There has been quite an active demand for Dr. Frank S. Lloyd's excellent study on "Safety in Physical Education in Secondary Schools."

* * *

Everett T. Grout, for many years Supervisor of Physical Education in Schenectady, New York, was on the sick list, but is now back on the job more active than ever. Mr. Grout has conducted a splendid program in Dr. Rogers' P.F.I. tests.

* * *

Professor S. C. Staley, University of Illinois, has just sent me a very valuable bulletin issued by the State Department of Public Instruction entitled *The Recognition and Accrediting of Illinois Secondary Schools*. Professor Staley writes, "I am enclosing herewith a copy of a new bulletin covering recognizing and accrediting of Illinois secondary schools at the University of Illinois. I thought you might be interested in the plan which has just been adopted for accepting credit in physical education."

* * *

Eighty-four per cent of the secondary schools in Ohio have gymnasias.

* * *

Nature provides inexhaustible resources for a satisfying use of leisure with a minimum equipment.

* * *

Benjamin Franklin was one of the foremost swimmers of his time. He saved the lives of two people from drowning.

Mid-West District ❖ Association News ❖

Compiled by B. E. Bayh,
Supervisor of Physical Education, Terre Haute, Indiana

ILLINOIS

Louis Kulcinski

A physical education demonstration by Otto W. Burg, Director of Physical Education in the public schools of Pekin, put on an entertaining and practical demonstration of physical education activities at the annual teachers' institute of Tazewell County. The program consisted of ten parts, giving a cross-section of the work covered in the system:

1. Semi-formal long wand exercises and tactics—which gave group participation—boys of grade IV.
2. Children's dances, finishing with a waltz—this emphasized the need and the opportunity for instruction in modern social dancing—girls and boys of grade III.
3. Games for boys covering stunt novelty, single and double circles, and relays—boys of grades V and VI.
4. Calisthenics and dancing steps—a happy semi-formal combination with simple rhythms applicable to social dancing—girls of grades V and VI.
5. Marching and tumbling—a very clever demonstration of a combination of simple single and double standing and walking stunts and marching rhythms. This was presented in drill form and looked quite informal—girls of grades V and VI.
6. Beach ball dance—atmosphere of the beach with individual beach balls worked into an informal drill, individual, double, and group playing—girls of grades V and VI.
7. Drill of "The Jolly Coppersmith"—a very clever informal drill of mimetic nature using dumbbells for the hammer—girls and boys of grades IV and VI.
8. "Tarantella"—a Spanish dance—girls of the junior high school.
9. Pyramids—boys of grades V and VI.
10. Oriental dance—very well done and highly entertaining at the same time holding with the principles of education—girls of the Pekin High School.

The Northeastern Division of the State Physical Education Association held its meeting on Friday, November 3, at Joliet.

The Phi Delta Kappa fraternity will hold a dinner during the Illinois State Teachers Association Meeting, December 26-29. The program will consist of a talk by L. G. Pfefferle, Chairman of the Executive Board of the State Big Brother Association. The presentation of the Big Brother movement, the possibilities open for education and particularly physical directors in preventing juvenile delinquency, the organization and administration of the association, the general set-up on the state basis, plans and program, and the results attained so far are the subjects to be discussed.

MICHIGAN

Ruth L. Murray

The efforts of the State Association in Michigan this fall have been in the direction of establishing a temporary substitute for the office of State Director of Physical Education. This office, so admirably filled until last June by Mr. A. W. Thompson and his staff, was discontinued in the reorganization at that time. At a meeting of the officers of the State Association and the Council, called by Mr. Elmer Mitchell on September 22, at which Dr. Paul Voelker, State Superintendent of Public Instruction, was present, the following temporary solution was presented. The responsibility for the promotion and maintenance of the program of health and physical education throughout the state is to be in the hands of Mr. Ralph VanHoesen, a State Inspector of Secondary Schools, who will be assisted and advised by Mr. Charles Forsythe, State Director of Athletics, and the following advisory committee:

Mr. Vaughn S. Blanchard, Director, Health Education, Detroit, Chairman

Dr. Margaret Bell, University of Michigan
Mr. E. D. Mitchell, University of Michigan
Miss Ethel Rockwell, Director, Physical Education, Kalamazoo
Miss Grace Ryan, Central State Teachers' College
Mr. J. H. McCulloch, Michigan State Normal College
Dr. Voelker is in full accord with the plan and promises complete coordination. This solution of the problem is understood to be a temporary one and the energies of all those interested in the program of health and physical education in the state of Michigan will be directed toward the inclusion, as soon as possible, of the position of a state director as an integral part of the staff of the Department of Public Instruction.

Friends of Michigan will be interested to know of the development of the new municipal university in the City of Detroit. Vaughn Blanchard, Director of Health Education in the Detroit Public Schools, has been made head of all health and physical education in the new university which includes the following colleges: Liberal Arts, Education, Law, Medicine, Engineering, and Pharmacy. This creates a unique position in that it makes for a completely integrated program from the kindergarten through the graduate school.

A very interesting luncheon meeting of Section I of the Michigan Physical Education Association was held on Friday, October 27, at the Book Cadillac Hotel, Detroit. It took the form of a panel discussion under the chairmanship of Dr. Delbert Ober-teuffer of Ohio State University on the theme "Health Implications in Physical Education." Other participants in the jury panel were:

Dr. Margaret Bell, University of Michigan
Miss Laurentine Collins, Supervisory Dep't of Health and Physical Education, Detroit
Miss Mary Connolly, Dep't. of Visiting Nurses, Detroit Board of Health
Mr. J. H. McCulloch, Michigan State Normal, Ypsilanti
Dr. Frank Oktavec, Colleges of the City of Detroit

The discussion was unusually stimulating and challenging and many significant points were developed.

The officers of the State Association for the year 1933-34 are:

Ruth L. Murray, President, College of Education, Colleges of the City of Detroit
Ralph Foster, Vice-President, Three Rivers High School, Three Rivers, Michigan
Ethel McCormick, Secretary-Treasurer, University of Michigan, Ann Arbor, Michigan

WISCONSIN

C. A. Wangerin

The annual meeting of the Wisconsin Society of Physical Education was held in Milwaukee on November 3 in conjunction with the Wisconsin Teachers' Convention.

One hundred and sixty attended the luncheon at the Wisconsin Hotel, one of the finest the Society has ever had. The program consisted of:

1. A Welcome Address—by E. O. Hoppe, Supervisor, Milwaukee Schools.
2. Around the State—Two-minute talks by members from various parts of the state.
3. Entertainment—Al Buettner and Company (WISN radio stars).

4. "Physical Education, Fundamental or Special"—A splendid talk by Professor F. O. Holt, Registrar, University of Wisconsin.

The business meeting of the Society was held in the Milwaukee Auditorium shortly after the luncheon.

The order of business was as follows:

1. A Welcome by our chairman—G. Lowman, University of Wisconsin.
2. Secretary's Report.
3. Treasurer's Report.
4. Report by chairman of the Publicity Committee—R. Nohr, Jr., University of Wisconsin.
5. Address—Dr. D. Oberteuffer, Ohio State University—"The Adjustment of Health and Physical Education to Meet the Present Situation."
6. Election of Officers. The following were elected:
Chairman—Miss Ruth Glassow, University of Wisconsin

Vice-President—Mr. Pat Dawson, Janesville, Wisconsin
 Secretary—Miss Marie Adams, West Allis, Wisconsin
 Treasurer—Mr. C. A. Wangerin, Whitefish Bay, Wisconsin
 Representative for Mid-West—Miss Ruth Glassow.
 Approximately 205 attended the business meeting.

Central District ❖ Association News

COLORADO

Elizabeth C. Forbes

The State Executive Committee and the officers of the Association for the year ending November, 1934, are:

President—Elizabeth C. Forbes, Fort Collins
 Vice-President—Ralph R. Wonder, Canon City
 Secretary-Treasurer—Hazel Read, Pueblo
 Chairman of Eastern Division—James Gamble, Denver
 Chairman of Southern Division—Fern Barnett, Pueblo
 Chairman of Western Division—R. H. Holt, Grand Junction
 Retiring President—Fred W. Huling
 Member-at-large—Kenneth N. Julsrud

The three divisions of the Colorado Association of Health and Physical Education met in conjunction with the Colorado Education Association, November 2 to 4, the Western Division meeting at Grand Junction, the Southern at Pueblo, and the Eastern at Denver.

The program of the Eastern Division started with a luncheon, followed by an afternoon program, which opened with a demonstration of speedball by two platoon teams from West Junior High School, under the direction of Murl C. Houseman. A talk on "Posture in Relation to Health" was given by Dr. George Cotton of Denver. Pupils of the Park Hill School under the direction of Mrs. Marjorie S. Reed and Miss Ruby L. Pasley, gave a demonstration of the "Possibilities for Mat, Floor, and Apparatus Activities in the Elementary School." Mr. Bernard Joy of Denver spoke of "The Organization and Administration of the Denver Leisure-Time Council," and was followed by Granville B. Johnson of Denver University who spoke on "The Opportunity of Physical Education in the Light of Modern Time Leisure-Time Problems." Both of these papers on the leisure-time problems of today stimulated discussion by the group.

On the second afternoon a new plan was tried of having a combined meeting with the Health, Public Health Nurses, and Child Study Sections. Dr. Walter Clark of the American Social Hygiene Association spoke on "The Teacher and the Physical Education Department in the Social Hygiene Program." "Interpretation of Intelligence Quotients as Related to the Mental Health of the School Child" was given by Dr. W. T. Tait, Professor of Educational Psychology, Colorado State Teachers College. Mr. Vierling Kersey, State Superintendent of Public Instruction, California, encouraged those of the physical education profession to carefully evaluate their work. His topic, "Health Education in the Public Schools," opened a lively discussion. These same sections combined for dinner in the evening at which time the Assistant Attorney General gave a very graphic picture of the crime situation among juvenile delinquents.

The Southern Division, meeting in Pueblo, attacked physical education and health problems from three viewpoints, that of the physician, girls' director, and boys' director. Dr. Herman Graves of Canon City spoke on the topic "Health and School Children from a Physician's Viewpoint." Miss Mary Ethel Ball of the University of Colorado, Boulder, read a paper on "The Physical Development in an All-round Girl," followed by Coach George Scott of Fort Collins who spoke on "Athletics in the Education of Boys." At a breakfast meeting on Saturday morning, the members of this Division were fortunate in being able to secure Mr. John M. Fewkes of the Tilden Technical High School, Chicago, as their speaker. He gave a most enlightening talk on the situation in Chicago as it effects the teaching of health and physical education in the public schools.

Eastern District ❖ Association News

VERMONT

Richard F. Hayden

The annual meeting of the State Health and Physical Education Association was held in Rutland in connection with the State Teachers' Association, October 13. Dr. Jay B. Nash of New York University was the speaker for the general conference and gave a very helpful lecture on the modern interpretation of health and physical education. This did much to standardize the objectives for which we are all striving.

The officers for the State Association are President, Milton L. Hard, Burlington High School; Vice-President, Richard F. Hayden, Rutland Public Schools; Secretary-Treasurer, Frances Babbitt, Burlington Public Schools; Assistant, Luell Weed, Goddard School for Girls.

Dr. C. F. Dalton of Burlington, State Board of Health Secretary, spoke at the School Nurses' Section as did Dr. William J. Reardon of Rutland. Miss Jane Whitlow of Montpelier presided. Miss Bessie M. Jones served as afternoon Chairman.

The Women's Athletic Section combined with the Directors for Colleges and Normal Schools with Miss Eleanor C. Cummings, University of Vermont, Chairman. Several matters having to do with the N.A.A.F. were discussed and approved. A very helpful discussion of interpretation and changes in rules having to do with various sports was carried on with much enthusiasm.

The Vermont Coaches' Association, which is a division of our Section, met with William Hammond, Cathedral High School, who is President. Matters pertaining to athletics were discussed and it was the feeling that it would be helpful if a member of this body might meet with the Headmasters' Association and present the coaches' point of view on matters which might arise. The President was asked to offer his assistance. Activities are being carried on with the usual enthusiasm by the members of this body.

The State Association issued several news letters last year under the able direction of Miss Frances Babbitt our Secretary-Treasurer. The Association greatly regrets that she is in ill health and unable to carry on her usual duties. Miss Luell Weed is serving for the time being and already has the fall news letter ready for distribution.

Point systems for the girls' physical education programs are being used widely throughout the state and the boys are centering their attention on the Rutland Rotary Club Basketball Tournament and the Headmasters' Tournaments in Burlington and Montpelier, which come at the close of the winter programs.

A great deal of tribute should be paid the school nurses for the place they are filling in our community lives. There has been no time in the past when their services were so much needed as during this critical period. Vermont nurses are more than doing their part in answering the call.

High School Section

(Continued from Page 36)

Respectfully submitted by the committee:

N. R. Meglathery, J. Sterling Morton High School, Cicero, Ill.
 Stephen W. Roberts, 412 Washington Street, Muncy Creek High School, Muncy, Pa.
 Ruth Frankhouser, Dept. of Health and Physical Education, Jefferson School, Alexandria, Virginia
 Dorothy L. Zirbes, Port Richmond H. S., Staten Island, N. Y.
 Wilda West, West Lake Club, Crow, Texas
 Cecelia A. Bliss, 124 Winter Street, Woonsocket, R.I.
 R. S. Anderson, Senior High School, Freeport, Illinois

It May Interest You to Know---

THE annual meeting of the Western Conference Intramural Directors will be held at Chicago on Saturday, December 9. The meetings will be held at the Hotel Sherman and Mr. M. B. Clevett of Purdue University will be in general charge.

A special high school sectional meeting has been scheduled in the afternoon of December 9, of which Robert E. Lindwall will be chairman. This will be a meeting devoted entirely to discussion of intramural problems in the junior and senior high school and will be open to all interested.

* * *

THE Department of Physical Education for Women at the University of Michigan gave recognition to the three major students maintaining the highest academic average for the year by presenting each of them a student membership in the American Physical Education Association. This same honor was awarded the students maintaining an all A record in activities. This seems to be one effective method of bringing the Association to the attention of the student body, and since the JOURNAL is included in these memberships, a most desirable means of stimulating professional interest.

* * *

SUGGESTIONS and ideas for your Christmas program this year, emphasizing goodwill among all nations, has been prepared by the Women's International League. This pamphlet is one of a series of similar publications and contains suggestions for songs, plays, games, and other entertainment suitable for school purposes. Definite program arrangements are given with an index of where the suggested material is available. The leaflet may be obtained at cost (five cents) by applying to the Women's International League, 1924 Chestnut Street, Philadelphia, Pa.

* * *

ATTENTION is called to the most interesting article by the Hon. Harold Ickes, Secretary of the Interior, entitled "What Are We Going to Do About Our Schools?" which appeared in the November 18 issue of *School and Society*. In this article Mr. Ickes defends the place of education in modern life to the extent of saying that it should be maintained undiminished whenever possible since only those fully educated really live. His thoughts upon this subject are definitely inspiring.

* * *

A SHORT summary of a study made by the editor of a bulletin published by the El Paso Public Schools appears in the November issue of *School Activities*. In this study the subject of "Fads and Frills" was surveyed from the standpoint of the length of time they have been in the curriculum. Evening schools and school nurses were the youngest members of this class, having been in the El Paso schools only fifteen years. Athletics and military drill had been included longest, each having forty years to its credit, while playground supervision had twenty years. None of the subjects rated as *frills* had been introduced since the War and most of them had had at least twenty-five years of use.

* * *

A NEW bulletin entitled *Bulletin of the Canadian Physical Education Association* has appeared under the leadership of President A. S. Lamb, Director of Physical Education at McGill University. This bulletin is sent to all members of the Association and carries articles on physical education, news bulletins of the various districts, editorials, summaries of the work in other countries, and book reviews. Thus is added another to the many important publications carrying information concerning physical education not only to our own people but to laymen as well.

THE National Conference on Government held its conference in Atlantic City in November. The general topic of this meeting was "The Part of Local Government in Recovery." There were many participating groups including the National Association of Civic Secretaries, Proportional Representation League, Governmental Research Association, National Municipal League, and National Conference of Citizens' Councils. The latter association has a new source list on "Constructive Economy in Government" compiled by the Joint Reference Library of Chicago which will distribute a limited supply upon request.

* * *

THE whole country is talking about Walt Disney's "Three Little Pigs and the Big Bad Wolf," which is shown on the screen in all movie houses. It is the most popular comic that has been presented.

Teachers of physical education and dancing will be interested to know that the dramatization of the story of the "Three Little Pigs and the Wolf," with music, is to be found in Mary Severance Shafter's book, entitled *Dramatic Dances for Small Children*. No doubt, this book will be found in your library.

* * *

IN A paper on "The Deepening Crisis in Education," United States Commissioner of Education George F. Zook made public a summary of the effect of the economic crisis on education in the United States. A copy of this summary can be obtained from the United States Department of the Interior, Office of Education, Washington.

* * *

THE Recreation Bulletin Service of the National Recreation Association, 315 Fourth Ave., New York City, has just mailed bulletin number 2821. This contains fourteen pages of up-to-the-minute news items and quotations from current publications and speeches of interest to physical educators. Anyone desiring this service may obtain it for a yearly fee of one dollar.

* * *

THE Department of School Health and Physical Education of the N.E.A. has just published a pamphlet, *Athletics for Girls*. This is a digest of principles and policies for administrators and teachers in junior and senior high schools. Miss Ethel Perrin of the American Child Health Association was chairman of the committee responsible for its preparation.

* * *

INFORMATION on the publications of the White House Conference on Child Health and Protection is contained in a folder just issued by the Century Company, 353 Fourth Avenue, New York City. In addition to the various books, there are a series of leaflets, and the well-known poster "The Children's Charter."

* * *

JOHN DRINKWATER, well-known English playwright, in an address recently given at Toledo, Ohio, "pictured a future, the like of which has not been approached by civilization, as man learns to harness his machines to endow him with leisure, and, through democratic education, learns how best to employ leisure."

* * *

IT IS interesting to note that among the names of the five cadets who finished at the head of the list in academic work at West Point recently is that of Kenneth Fields, famous football half-back. Two of the other names were also those of well known athletes.

* * *

THE National Safety Council, 20 N. Wacker Drive, Chicago, has issued a series of seventy-six "Safety Instruction Cards" covering different types of accidents and their prevention and care. These are on white card stock, 3x5 inches, and may be carried in the pocket conveniently or tacked on the wall for reference. In any quantity the price is one cent per card with a minimum order of twenty-five.

* * *

IN AN article by Carlton Palmer in the September number of *Hygeia* on the subject, "Removing Rural School Handicaps to Mental Accomplishment," the findings of many prominent physical educators are quoted. This article is of interest to our profession as well as to educators in general.

A SHORT bulletin concerning the best means of informing the public about the schools has been prepared and printed by J. B. Edmonson, Dean of the School of Education, University of Michigan. He states that, "It is a serious mistake to assume that the general public understands the aims, scope, and achievements of the public school system." Because of this lack of understanding, many school people have found their school funds seriously curtailed. Therefore, Dean Edmonson has compiled fifteen suggestions that may be helpful as a basis for informing the public of the purposes of the school system. These may be obtained at the office of the School of Education of the University of Michigan.

* * *

A MOST interesting booklet written by Dr. Esther Conus, Chief Physician of the Dispensary of the Institute for the Protection of Motherhood and Infancy of the Soviet Union and translated into English by Vera Fediaevsky, has been received from the State Medical Editorship, People's Commissariat of Health of the R.S.F.S.R., Moscow—Leningrad, Russia. After a discussion of women under the old regime, the book treats of the status of modern Russian women. Her place in marriage, the family, divorce, children's rights, alimony, women's place in economic and social life, all are explained in detail. Medical treatment for women is given and includes free consultations, obstetrical assistance, and abortions. The establishment of creches for infants is discussed together with the primary education of children and their nursery school equipment and aims. In connection with this chapter the author made the statement that "Besides the participation in organized games, children are allowed to play freely, their creative activities are emphasized Creches give children a collective social education in order to teach the child how to act conjointly in the interests of their little society."

Mass health work is next discussed and is very thoroughly outlined for all children—those in creches as well as those outside. Preschool institutions and schools are also described with most interesting detail. The booklet is illustrated by pictures of actual cases under discussion. No price is quoted.

* * *

A SEASONAL Program of Physical Education Activities for High School Boys and Girls of Maryland has just been received from the State Department of Education, Baltimore, Maryland. The bulletin was prepared at the request of the State Supervisors of High Schools so that teachers of physical education in the Maryland county high schools would have available as a guide a program of activities for boys and girls for each year of the high school course and for all seasons. Dr. William Burdick, Director of the Playground Athletic League and State Supervisor of Physical Education, was assisted in the preparation by Mr. Donald Minnegan, Miss Mora Crossman, and other members of the staff of the Playground Athletic League. Copies were made available to superintendents and principals upon request, as well as to physical education teachers.

* * *

A N INTERESTING article on "Posture" by R. Tait McKenzie appeared in the November issue of *Hygeia*.

* * *

THE issue of *Collier's* magazine for August 12 featured a single editorial entitled "Time for Play." The editorial discusses briefly the changes in industry which have been increasing the hours of leisure, shows the inadequacy of the average individual in using his leisure happily and constructively, points out the importance of training for leisure in the plastic years of childhood and youth, emphasizes the importance of recreations which involve physical exercise, and lastly shows the great variety of creative activities open for choice to the individual seeking a hobby. The editorial ends with these sentences: "Activity is the secret of the contented mind. Give your children positive interests in useful and entertaining avocations and you need have little anxiety concerning their future."

A FULL tuition scholarship of \$500 is available in the field of health education at Massachusetts Institute of Technology (Department of Biology and Public Health) for 1934-35. This scholarship covers the full scholastic year, beginning in September and closing in June. It is available for women only.

This scholarship will be awarded to a candidate recommended by the National Tuberculosis Association. Applicants should have basic training in mathematics, physics, chemistry, and biology. Undergraduate training in psychology and education is desirable. The awards will be based upon the nature and quality of the previous academic work of the applicant, personality qualifications for professional work in the field of public health, and need of scholarship aid. Preference will be given to candidates possessing the Bachelor's degree and having had successful teaching or administrative experience.

Through an affiliation between Massachusetts Institute of Technology and the undergraduate School of Education of Boston University and graduate School of Education of Harvard University those who wish to take courses in education while studying at the Institute may do so without additional fee at either Boston University or Harvard.

The scholarship will be awarded in June, 1934, and applications should be received not later than May 15. All those who are interested in this scholarship are invited to write to the Child Health Education Service of the National Tuberculosis Association, 450 Seventh Avenue, New York, for application blanks.

ON OCTOBER 28 the Michigan Conference on Bathing Places held its second annual meeting in Detroit. The Conference has prepared in mimeographed form the papers presented at the first annual meeting held last December. There are eight papers in the series which discuss a variety of problems which are met in swimming pool and bathing area administration.

* * *

DR. PETER V. KARPOVICH has called attention to an error in the manuscript of his article on "Water Resistance in Swimming" which was published in the October issue of the *Research Quarterly*. The table at the bottom of page 27 used for the calculation of water resistance contained the letter *V* which equalled the velocity in feet per second. Dr. Karpovich states that the letter *V* as used in this table should have been squared in all four instances in which it was used in this table.

* * *

FOR six years the Federal Office of Education has been making its annual survey of educational research. Published as Bulletin 1933 N. 6, available from the Superintendent of Documents, Washington, D. C., at 20 cents, this *Bibliography of Research Studies in Education, 1931-1932* lists 3,121 titles of masters' and doctors' theses reporting investigations in 24 different fields of education. George F. Zook, United States Commissioner of Education, is enthusiastic regarding the value of research in educational problems. "What invention is to industry research is to education," he said. "Progress in education is being built on the foundation of facts revealed by research studies of school problems." Physical educators will be especially interested in the fact that the survey showed more than usual attention was paid in 1931-32 to problems of school health and physical education. One hundred and sixty-six theses were written on these subjects during the period covered by the survey.

* * *

THE Eighth Annual May Fete of the Point Loma High School, San Diego, California, was recently presented by the Girls' Physical Education Department. Mrs. Bessie V. Lewis is in charge of this program which is developed and conducted entirely by the girls themselves. This year they planned a Pageant of Holidays, each of the national holidays having an appropriate program with a student director in charge of the girls selected for each number. Mr. P. W. Ross, Principal of the Point Loma High School, in

sending the printed program of this annual occasion, comments upon the enthusiasm and initiative developed by the students and states "I think it is a splendid and marvelous piece of work."

* * *

THE National Physical Education Service (of the National Recreation Association) 315 Fourth Ave., New York City, has just issued *News Letter No. 61*. This is a mimeographed pamphlet of thirteen pages and contains many pertinent references of educators and resolutions of organizations on the present crisis in education, particularly from the standpoint of the need of maintaining the health and physical education services. An excellent statement in this regard is made by Carl Schrader, State Director of Massachusetts. Reference is made to the April issue of *Education*, a magazine published by the Palmer Company, Boston, Massachusetts, which was devoted entirely to articles on physical education.

Holiday Meetings in Chicago

The American Football Coaches' Association
.....Dec. 26-27, Congress Hotel
The College Physical Education Association
.....Dec. 27-28, Congress Hotel
American Student Health Association
.....Dec. 28-29, Stevens Hotel
National Collegiate Athletic Association, Dec. 29-30

The preliminary program of the College Physical Education Association gives a general assembly on Wednesday morning, December 27, with two speakers. The afternoon program is a joint meeting with the American Football Coaches' Association. The Thursday morning program is comprised of four sectional meetings on Intercollegiate Athletics, Intramural Athletics, Teacher Training, and Health Problems. On Thursday afternoon the program will include one address, a panel discussion on the physical education requirement in colleges and universities, and committee reports. A banquet will be held Thursday evening. Further information may be obtained from Mr. Harry Scott, Secretary. The Rice Institute, Houston, Texas.

The Annual Meeting of the National Collegiate Athletic Association will open Friday, December 29 with two round table conferences, one in the morning from 10 to 12 on the subject of the Athletic Budget, and the other in the afternoon from 2 to 4 on the Principles of the N.C.A.A., particularly with reference to its attitude toward the prevention of recruiting and subsidizing of athletes. The Saturday morning meeting is open to the public but the afternoon meeting is restricted to members of the Association. The official program, which is not yet published, may be obtained later from Mr. Frank W. Nicholson, Secretary, Wesleyan University, Middletown, Connecticut. Dr. Marian H. Rea, University of Pennsylvania, is Secretary of the American Student Health Association.

THE GYMNOCRAT is the name of an interesting bulletin issued by the Department of Physical Education for Women, Kansas State Teachers College, Pittsburg, under the supervision of Miss Irma Gene Nevins, Director of the Department. The bulletin is issued in March and contains interesting quotations on Physical Education from other sources, news notes of important meetings and school events, personal notes of alumni and specializing students, and some short articles written by the students.

* * *

THE A.P.E.A. office has received three interesting reprints from British medical journals. They are from the pen of Dr. Edgar Cyriax, and the titles are: "Abdominal Manual Treatment for Peritoneal Adhesions in the General Abdominal Cavity," "Some Common Misconceptions Concerning Mechano-Therapeutics," and "Some Remarks on the Sacrolumbalis During Standing."

PHYSICAL education department heads throughout the country are showing splendid cooperation with their National Association in the work they are doing to enroll their students and staffs as members of the organization and subscribers to the JOURNAL. Student subscriptions, in particular, have been received in large numbers during the past month. The work of Mr. F. J. Moench, Director of Physical Education for Men and Miss Bessie L. Park, Director of Physical Education for Women, both of the State Normal and Training School at Cortland, New York, has been especially noteworthy. Student subscriptions numbering 156 have been received from this school, and Mr. Moench writes that he expects to report 100 per cent membership within a short time. The Association acknowledges these, and others, as deeply appreciated Christmas gifts.

* * *

OFFICIAL notification furnishing evidence of the fact that education is to receive its share of funds from the Civil Works Administration has been received from George F. Zook, Commissioner, in the form of a bulletin recently issued. The growth of the plan is shown below.

The following official statements have been furnished to state departments of education, and in most cases to local and county superintendents of schools:

A. Rules and Regulations Nos. 1, 2, 4, and 6, issued by the Federal Emergency Relief Administration.

B. Communications to governors and state relief administrators:

1. An authorization of August 19, 1933, making Federal funds available for rural elementary schools and the education of "adults unable to read and write English."

2. Memorandum on Policies to Govern Work Relief to Needy Unemployed Teachers, (A-2) dated September 20, 1933.

3. Authorization of September 26, 1933 (A-3L) making Federal funds available for (a) vocational education, (b) vocational rehabilitation, and (c) general adult education.

4. Policies to guide . . . in the expenditure of emergency relief funds, etc., (A-3) accompanying authorization of September 26, 1933.

5. Authorization of October 23, 1933, making Federal funds available for "Nursery Schools under the control of the public school system."

C. A communication from the Office of Education dated November 16, transmitting a copy of "Federal Civil Works Administration Rules and Regulations No. 1."

A memorandum on policies governing procedures for the organization and conduct of emergency nursery schools will soon be issued.

* * *

FROM R. H. Hager, Director of Athletics, Central School Building at Tacoma, Washington, the A.P.E.A. office received two interesting bulletins *The Faculty Club*, and *Teachers' Recreation Program*. The first outlines plans for club projects, and includes a description of club privileges. An application-for-membership blank is conveniently attached. The second presents in detail the activities of the Club with schedule of events. Forestalling the excuse, "I haven't time," Mr. Hager's bulletin quotes an appropriate jingle: *Too busy to Live*.

"He hadn't time to greet the day,
He hadn't time to laugh and play;

.....

He hadn't time to go abroad,
He hadn't time to serve his God;
He hadn't time to lend or give,
He hadn't time to really live;
He hadn't time to read this verse,
He hadn't time—he's in a hearse."

* * *

MISS Elizabeth Burchenal has been called "one of the fifty living women who have done most for the welfare of the United States." Members of the A.P.E.A. are well aware of the fact that she has been a recipient of the Association's Fellowship Award, for outstanding service to the profession of physical education. The field of folk dancing has been her specialty, and in this connection it has been said of her: "Miss Burchenal's achievement is distinguished on its scholarly side of original research

which has contributed to knowledge and provided valuable reference material in a field as yet new to this country—the significance and importance of which is increasingly recognized—and for the *spiritual* contribution it has made and is making to the every-day life of the people.” Revisions of Miss Burchenal’s books, *Dances*

of the People and *Folk-Dances and Singing Games*, preserve the material of the earlier editions, but include much that is new. Illustrations of national folk-groups in native costume are an interesting feature of these books, which are so well known in the physical education field.

Notices of New Publications, Women’s Rules and Editorial Committee

Basketball Guide for 1933-4, 17R

ARE you a coach of girls’ basketball or an official? If so, are you the possessor of the current *Guide, No. 17R, Spalding’s Athletic Library*? If not, is it because you have been unable to purchase a copy? If so, have you thought of sending a quarter to the American Sports Publishing Company, 45 Rose Street, New York, N.Y., and receiving a copy direct? If not, will you try the experiment?

The Basketball Committee of the Women’s Section on Athletics of the American Physical Education Association wishes to draw the attention of the world of women’s athletics to the superior quality of the *Basketball Guide for 1933-34*, published as usual under their auspices. No coach or official or anyone having to do with basketball for girls can afford to be without one. Why? Because—

1. The *rules* themselves are up-to-date and have had various discrepancies which appeared in the 1932-33 issue ironed out. The little handy supplement containing the rules, which is tucked into the pocket at the front of the *Guide*, has been entirely reset in larger and more legible type.

2. The *chart* with the rules, penalties, etc. is exceedingly useful to the player for ready reference during practice. It should be mounted on cardboard and thumb-tacked on the wall in the practice room or gymnasium.

3. The *Basketball Committee*, consisting of the Rules Committee and the Field Committee of state chairmen, should be and is at hand in case of questions to be asked in regard to basketball. Rules committees for other sports are also listed in the rear of the book.

4. The *articles* are all new, up-to-date, and written by experts in the field.

- a. “Basketball for the Beginner” by Martha Carr of Illinois is written for the inexperienced coach who is called upon to work with inexperienced players.

- b. “Advanced Technique and Team Play” is an excellent article by Anna Espenshade of the University of California designed for the coach of a squad that has mastered the fundamental individual technique of the game. It is amply illustrated with clear diagrams.

- c. & d. “Defense Play in Basketball for Women” by Pauline Hodgson of the University of California and “Offense Play in Basketball for Women” by Wilhelmina Meissner of Hunter College, take up the two phases of the game—that of the tactics of the team without the ball and of the team with it. For the coach who has found it difficult to teach good defense play Miss Hodgson’s article will be found invaluable. Player-to-player and zone defense are both treated. Miss Meissner offers suggestions as to methods, which she herself has tried and found effective, of teaching plays used by the team in possession of the ball. Her article is illustrated with clear diagrams and descriptions.

- e. The two-court game has been frequently neglected and for that reason space has been given in the 1933-34 *Guide* to an article entitled, “Coaching Possibilities in the Two-court Game” by Elmira Compton of Slippery Rock, Pa.

- f. “The Effect of the New Guarding Rule,” an article written by Ruby Brock, of Cincinnati, Ohio, is clear, to the point, and thought-provoking—an excellent article to have in an up-to-date sports library.

- g. “The Organization of Extensive Intramural Programs,” by Elinor M. Schroeder of Wellesley College is an exceptionally clearly written exposition of the way in which an intramural program in girls’ basketball can be run in a large high school with limited staff. All phases of the organization and administration of such a program are put down in such a way that the most

inexperienced coach could follow the plan as outlined and undoubtedly make a success of her project.

4. The Women’s Division of the National Amateur Athletic Federation with its safe and sane program for women’s athletics is allotted two pages.

5. *For the Official*, the section devoted to the Women’s National Officials’ Rating Committee gives all information regarding the rating of officials, formation of boards, etc. The article entitled, “Technique for the Woman Official in Girls’ Basketball” by Wilhelmina Meissner of Hunter College, has been revised in accordance with the changes in the rules. It is clearly and concisely written in outline form and should be carefully studied by every woman who is, or hopes to become, a first-rate official.

Invest your quarter. Satisfaction guaranteed or your money back.—By *Eline Von Borries, Chairman.*

The Aquatics Guide, 125R

THE *Aquatics Guide* includes much helpful material, not only the official swimming rules, but articles about various swimming programs carried on in different localities.

The colleges and schools are represented among the authors, as well as the Scouts, the camping profession, and the American Red Cross.

Miss Rathbone’s article on “Water Activities for the Muscularly Handicapped” gives us a glimpse of the possibilities of the wide use of swimming in helping children and adults hampered by the effects of disease, operations, or accidents.

Everyone interested in any phase of water sports as a participant, teacher, camp director, counselor, college student leader, athletic association swimming manager in college or school will find something of interest. Swimming, diving, water games, pageants, meets, special programs, teaching points, statistics on college swimming, canoeing, bibliographies, and movies to rent are considered, and the Committee is always glad to have suggestions for articles on new topics desired in the next edition of the *Guide*. —By *Marjorie Camp, Chairman.*

Athletic Handbook for Women

THE 1933-34 *Athletic Handbook* prepared by the sub-committees on athletic games, volleyball, and track and field, all committees of the Women’s Rules and Editorial Committee of the American Physical Education Association, is now on the market. It contains many games for fall and winter use in the gymnasium and recreation room as well as out-of-doors.

This new book contains a collection of games which have been taken from several expensive game books, thus making it possible for students and leaders who are not specialists in the field of physical education, to become familiar with these activities. The book may be purchased for twenty-five cents.

The handbook contains descriptions of team games of proved popularity and easy organization which are in themselves satisfying as well as preparatory in teaching skills for some of the more difficult team games. Some of these lead-up games are longball, soccer baseball, and newcomb.

It includes also activities that are adapted to those not fitted for nor interested in vigorous team games—games such as shuffle board and archery; games of an individual type which may be enjoyed in after-school years—games such as table tennis, badminton, deck tennis and American handball; recreational games suited to large groups of varying ages.

The *Athletic Handbook* will be found helpful to those who have had experience and to those who have not.

If it cannot be purchased from your dealer in sporting goods it may be obtained from the publisher, American Sports Publishing Company, 45 Rose Street, New York City.—By *Theresa Anderson, Chairman.*

Experiment in Health Instruction

(Continued from Page 29)

of mimeographing seemed to preclude this practice in the experimental stage of the course. The arrangement of the job unit was not intended to be final, but was to be changed from year to year in an effort to make better questions and establish better organization of materials.

The test on Contract C consisted of the new type examinations, and usually contained two or three parts as: True and False, Completion, Multiple Choice, or Matching.

When the student had finished the test, he was given an answer key and was allowed to correct his own paper and to report his score. It may be argued that this method invited cheating on the part of the pupil, which was easily possible, but the experience of the writer showed the opposite to be true. The very fact that he knew he was able to cheat and he would not be checked by the instructor dispelled the desire. The pupil came to look upon the test as a means of checking on his own ability to master material. At first, it was a common occurrence for a pupil, who had taken his paper to the instructor for correction and who had been invited to do it himself, to ask, "How do you know that I won't cheat?" The reply was, of course, that we would not know whether he cheated, but that if he did he would be doing himself, and not the instructor, an injury. This fact, in the writer's opinion, has done a great deal to inculcate the ideals of truthfulness and fairness in the mind of the student.

The pupil reported his grade on Contract C and had it recorded for him and, if he had attained a mark above 70 per cent (which the writer considers low), he was allowed to copy the B Contract questions and proceed to that work. If he fell below 70 per cent, he was required to go back and check himself with regard to his reading and then return to take the same examination the second time.

The answers to the questions of the B and A Contracts were written into the notebooks and shown to the instructor. If the work was properly done, the student was given a B or an A mark depending upon the contract performed.

The marking was an entirely arbitrary one and as such is subject to criticism. The values for the objective examination on Contract C follow:

0-59% = E

60%-75% = D

76%-100% = C

B Contract satisfactorily performed, B

A Contract satisfactorily performed, A

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At first, a pupil who received 90-95 on the C Contract test, did not understand why he was given only a C mark, but this was satisfactorily explained when he was shown what it was necessary for him to do to earn a B or an A mark.

From three to four meetings of the class were allowed for the completion of one job unit, the slow pupil being required to take the minimum contract examination on the last day. Those pupils who could do the B and A contracts in that time were marked accordingly.

Taking into consideration the fact that 84 per cent of the school enrollment was of y and z intelligence, one would not expect many to do more than the C contract.

Out of the 287 students reported above, 25 received B for final marks (this mark being an average of marks attained on the job units). Of the 25 in this group the numbers and their intelligence ratings follow: 1-A, 3-B, 2-C+, 9-C, 6-C-, 4-E. One boy with an intelligence quotient of C- received an A for a final mark.

Of the nineteen pupils whose final mark was E, twelve had an I.Q. of E; three of D; two of C-; one of C; one of C+.

It may be contended that according to normal distribution curve more pupils should receive A. It may be that our standards are set too high and we shall have to modify them, but the same would not necessarily be true in another school where the average intelligence of the students was much higher.

AFTER the work had progressed for about half a term the instructor asked the students whether they liked the procedure that was being carried on, or whether they would rather go back to the old method in use the term previous. Not one but signified his desire to keep on with the present method of instruction. The pupils have a feeling of ordering their own time. One boy, on coming into the room, was heard to remark, "This is the room where you can work by yourself." The comment was often heard after a job unit examination, "I'm going to get a higher mark next time." Now the mark in itself meant nothing, but it was an indication to the student that he had not worked hard enough to master the material.

It was felt that the students were acquiring habits of thoroughness of work because when a student studied the material understandingly he had little difficulty in passing the C Contract examination with a good grade.

The last week of the term the instructor asked those members of each class to raise their hands who during the term had received no help on examinations or who had not reported falsely their grades for record. The pupils were told that no penalty would be attached to their action. Over 80 per cent raised their hands. One boy, who had not raised his hand was asked just what benefit he derived from misrepresentation. His reply was significant, "None, I merely injured myself." On being asked if it were worth it, he answered immediately, "No."

If the ideals and habits that have been suggested are possible of attainment through this type of instruction, it is felt that the experiment has more than justified

itself. Through constant revision and improvement it will be of increasing benefit to the pupils in the Miller Intermediate School, by enlarging their powers of self-direction and by raising their ethical standards to a higher plane.

Interest in Health Education

(Continued from Page 43)

3. Require of the physical education students some practice teaching in health work as well as physical education activities. There is also need for practice teaching in English, science, history, or other subjects in which the student is minoring, because many of our students feel quite unfamiliar with classroom teaching situations.

Finally, let me suggest a few things which you, as people interested in physical education, may do to bring about a livelier interest in health education.

1. Consider your physical education classes as the laboratory for carrying out many excellent health practices. This does not mean to take time from activities for teaching more knowledge about health, but rather to give consideration to your ever-present opportunity to influence a finer, more healthful type of life.

2. Place the field of health and physical education in its true light before your high school students who are interested in physical education as a profession. They are too inclined to see and hear only about the sports and games, and little about the whole program of general education that underlies it.

3. Recommend to professional schools and colleges only those people who are interested in *education*. Our colleges are having too much trouble trying to make teachers out of people who were really never interested in teaching.

4. Determine whether a vital health education program is in progress in your schools. If so, ally yourself wholeheartedly with its work and purposes. If not, see what you can do to further a well organized physical and health education program.

In conclusion, I can only echo the final words of Mr. Rogers in the article previously quoted, "As teachers, we have one subject common to all—the growing boy and girl in a rapidly changing, mechanical world."

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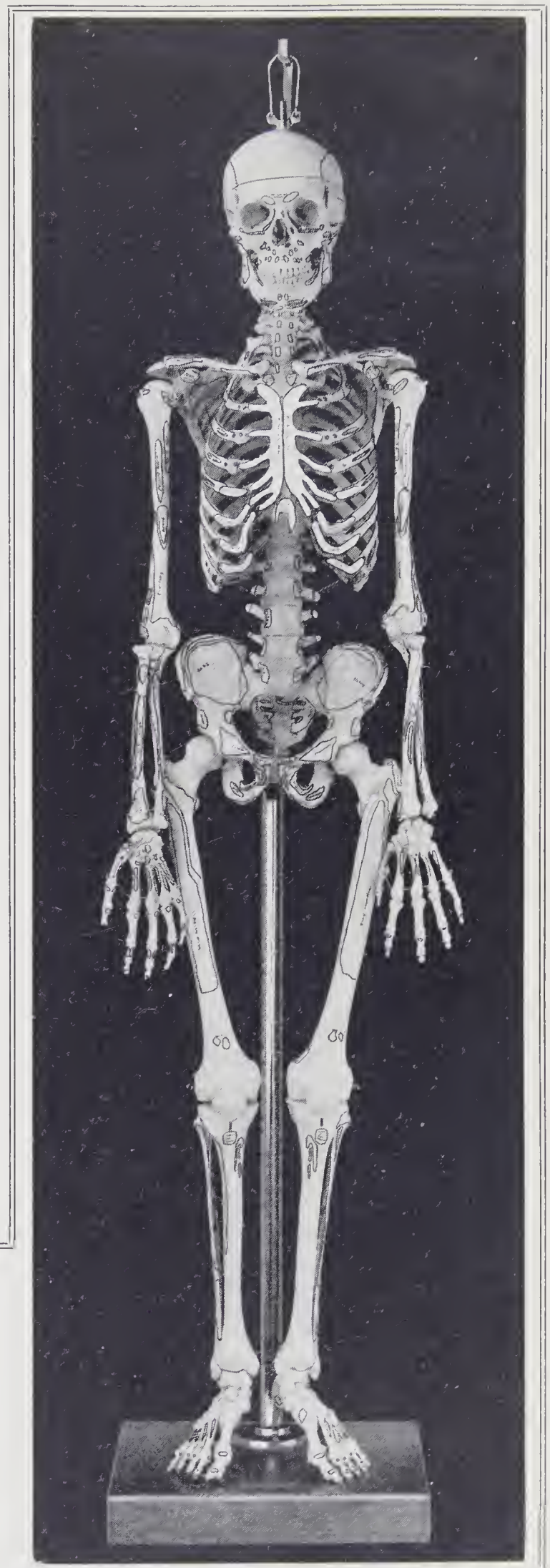
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The Place of Physical Therapy

(Continued from Page 39)

training. To back up this statement allow me to quote from Hirsh, who states, "Success in the employment of physiotherapeutic modes seems to require that the practitioner be able to visualize and analyze the medical condition to be treated and also the various forms or modes of treatment that he may choose and apply correctly those best suited to the problem at hand."

Conclusion

In conclusion, we may say that physical therapy has certain definite values in all fields to the physical education major. To the technician it affords a basis and interest for further study through the offering of a working knowledge of both theory and practice. He learns to carry out instructions prescribed to him and watch the symptoms and reactions to these prescriptions. What he gains from his opportunities is now dependent upon himself.

The coach sees the possibilities, through the use of physical therapy, for keeping his teams in physical shape and thus being able to receive the most from his material. When no such department as physical therapy is available he himself is equipped well enough in technical knowledge to perform these treatments on a small scale. Thus the coach gains an immediate practical and beneficial use of his knowledge obtained from his course of study.

To the premedic the course brings out the importance of augmenting the medical profession with that of physical therapy. By offering a practical and theoretical basis, he is encouraged to study and apply it with his professional knowledge in his future treatment. In laboratory he has a chance to see physical therapy work under normal and fair conditions, a point which will make him optimistic rather than prejudiced in his views of the ultimate values of physical therapy in all branches of the medical profession. He, no doubt, will terminate the course with the feeling that physical therapy will play an important part in his medical practice.

At Ohio Wesleyan University we are fortunate in having an unusually well-equipped Physical Therapy Department. This Department is one of the many interdepartments which make up the Department of Hygiene and Physical Education. Here treatment is available to students of the University and members of the faculty and their families. They come in for treatment either of their own initiative or are referred by the Student Health Department, headed by Dr. Lowry. From 35 to 40 patients a day are treated: the total list of treatments for last year numbered 7,958. This work is done by Dr. Roberts, Head of the Department of Hygiene and Physical Education, and myself in addition to our regular teaching load.

We attempt here to restore to usefulness the sick and injured through the use of heat, water, radiant energy, electricity, massage, and medical gymnastics.

A large part of our success lies in the fact that we

attempt to give consideration to two aspects; the scientific and the human. The former includes the intelligent use of physical agents in the treatment of the sick and injured; and the latter, the continued interest in the patient through convalescence to final recovery and complete restoration. Coach Gauthier especially commends our Department for our work in caring for the athletic injuries and in speeding the recovery of valuable players.

In addition to the treatment given, a regular course in physical therapy is offered to both men and women majoring in physical education. The knowledge gained is considered invaluable to students continuing medical work and those becoming doctors' assistants.

Self-Activity

(Continued from Page 10)

high intelligence and the curve of distribution of I.Q.'s is greatly skewed toward the high quartiles.

Our School City is based upon a charter granted by me to the students over twenty years ago. It provides that they may make and enforce their own regulations governing their own actions within certain prescribed limits. It is clear in the citizens' minds that they make their iron laws by my permission, that I conduct and govern the school but that they govern themselves. This is a step in the release of personality. They govern themselves habitually inside the classroom in every period. I say "habitually" advisedly. They are accustomed to freedoms in the classrooms and they associate those freedoms with their concomitant government. They are impressed with the fact that where there is no government there can be no freedom, and they are impressed with the importance of their own responsibilities.

Every term the "citizens" elect their officers: a Mayor, a President of the Board of Aldermen, a Sheriff, and three Judges of their Court. This Court sits, every day all day, except during the lunch periods—and hears during any one period the cases that have come up through complaint slips submitted from the preceding periods. The procedure is one of quiet, interested, dignified method. The complaint slips are printed, containing a list of possible offenses, the particular offense being checked by the complainant (teacher or school city officer). Each offense has its penalty on a point system, the number of points deducted being printed beside the name of the offense.

The point system is interesting and simple: every pupil starts each six weeks with a credit of 400 points, and he can earn an additional hundred points as commendation for service or for high-grade work. Thus an individual might possess 500 points in total. Any penalties he may suffer in the court will reduce his total, and it is required that he be the possessor of at least 350 points at the end of the six weeks when the report cards go to the parents.

It is to be noted now that the report-card rating in behavior comes from the Court; that the teacher merely transcribes the court record to the report card; that the teacher is not directly responsible for any behavior rat-

ings and is not connected in the pupil's mind with his delinquencies. Altogether this procedure has its appeal. There is an Anglo-Saxon rightness about it, and an honesty and an objectivity to a degree. At any rate this is the keynote of success in pupil self-government or democracy: (1) a point system; (2) an automatic operation of penalties; (3) an ever-present opportunity for redemption through commendation; (4) absence of teacher-influence and subjectivity. Practically, the scheme *works*. There is no better scientific comment than that. It works in a big city school with unselected pupils and unselected teachers!

It should be said that the School City is no small amateur affair. It is a big proposition, and it requires handling and administration. I have no less than six teachers engaged in it as supervisors and directors, but it is worth it! It is worth it in the attitude it creates, in the school atmosphere it engenders, in the citizenship capacity it opens up, in the character education it makes functional. There is no end to its value in character education functioning.

THIS idea of government as a pupil activity is fascinating. But I shall have to drop it with this thought: if freedom is essential to the development, integration, and release of personality, freedom must be understood. There are still many people who carry a philosophy, like that of the old-time iron men of industry, which is summed up in the old phrase: "Keep them *down*!" "Keep them in their place!" But these people are far behind the modern philosophy which is based, not on those words of delusion and folly, but on that better aphorism, which I urge upon you to inscribe in your notebook in letters of living light:

We possess things, not by holding them but by understanding them.

So I say to you we shall possess freedom in this generation by understanding it, by universalizing it, by functionalizing it, by organizing it, by teaching it. Let us throw out fear—fear of criticism, fear of our own pupils. Let us cease to try to instill fear in them; let us cease to be afraid of them, and cease to build barriers of coldness between them and us. Let us cease to be conscious of our dignity, and instead *be* dignified in our own simplicity. We are not keepers; we are not drill sergeants barking commands; we are human beings like our pupils and their parents. And let us not only preach but *practice democracy* inside the school; everywhere in it. Let us be ready to believe that every pupil is doing his best for his own good and for his small group community, and let us put our belief to work in the school. Let our schools reflect ourselves, as I believe my school expresses me. But, above all, let us try to accept the idea of faith!

"Do the deed; faith without works is dead!"

The school is a theater of life—things happen there; pupils become people there. I refer to Francis Bacon, and I quote a fundamental for schoolmasters of the new day:

"In the theater of human life it is only for Gods and Angels to be spectators."

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An Evaluation of Physical Education

(Continued from Page 7)

require a society and a school administration which will see the necessity for this type of activity.

Of course, any program of using physical education for purposes of leisure ties up with other aims which I have discussed. The person who uses leisure time advantageously exerts certain controls on himself and on his associates. The person who participates wisely in leisure time activities is likely to be possessed of good mental health as well as good physical health. And the person who is master of himself in leisure has mastered one important phase of the development of his personality. We might contend that to master one's leisure time is to be truly educated.

Introduction to Other Fields

In addition to the foregoing aims and purposes of physical education I am convinced that its materials might be employed as a functional introduction to other fields. I see no reason why archery, to use a current sport, or baseball or hockey or cricket or dancing or tennis or golf, or any sport, might not be made the opening wedge of introduction to a range of experiences and of an exposure to a variety of cultures, a knowledge and appreciation of which would be absolutely essential to a genuine education. This is especially true of the folk dance. Its suggestion at once brings to mind some intellectual contacts with folk music, with folk literature, with mythology and folk lore as they relate to written historical records. Nearly two decades ago in his *Education Through Play*, Mr. Henry S. Curtis gave us the idea of making educational excursions with play as the point of departure. At once I see danger in this for the superficially trained teacher may use the point of departure so constantly that experiences may be too limited and the material in related fields may be so distorted that accuracy may be sacrificed for an unnatural correlation of materials.

All of which leads me to say in another way that the special teacher, whether music, art, home economics, or physical education, needs to have a broad background of general knowledge and experiences on which his or her special knowledge and training may be draped. I am anxious that we have education through play if the departure takes many routes, into many channels, through varied experiences—to the end of producing something approximating a complete integration of the individual.

Development of Character

Finally, we come to the examination of an educational objective for which much has been claimed by way of the field of physical education, especially physical education for men. That is character development. Somehow the impression grew up a generation ago that strong muscles built strong morals. I do not know the history of the idea but I have a suspicion that it developed in the environment of the early schools of physical education where the pioneers in the work were eager to justify their field. I have heard all kinds of claims made in this connection which are more ridiculous than laughable.

Physical education is full of character values but they are values based upon situations as we actually meet them. Character does not develop from abstractions. Neither is there any certainty that the model of conduct in one field may not be a derelict in another. Character develops from the power and discrimination gained from meeting situations and solving problems. Character develops when personality becomes integrated, whenever a boy or girl acquires skill in one of many necessary controls to living—of the art of doing a job, of the functioning of his body, of the control of her moods, of the tendency to gossip, of any behavior having social values, of mastery in one of its many forms. Any situation which increases the social mastery of the individual has character value. Character may be in the process of developing when individual stardom in school is made subservient to group cooperation and accomplishments. The character which flows from physical education is likely to be the same kind of character which flows from music, literature, the fine arts, or the social studies. That is putting it into a simple formula but simplicity is needed in these days of educational jargon.

This classification of the aims and purposes of physical education into six outcomes is, by no means, mutually exclusive. Probably five of these aims are simply other ways of stating the first—that of social control. If this paper helps to clarify our thinking rather than give us a formula on the outcome of physical education, it will have served its purpose.

High School Athletics

(Continued from Page 31)

12. Plenty of opportunity for election of activity but with adult guidance.

13. Development of student leaders. Opportunity for everyone to lead. Acceptance of the challenge of modern education to teach the youth responsibility.

14. Program well planned, economically administered. All available physical equipment and play spaces used to peak load. More emphasis on program and less on enlarged facilities.

15. A well organized and directed safety program accompanying all activity programs.

16. A two-fold program:

(1) Instructional periods under faculty direction with sound educational objectives, progressively taught, laws of learning applied, progress checked by measurement.

(2) A laboratory period of practice, faculty supervised, but managed, directed, and controlled by student leaders (the after-school program).

17. A varsity program, with short schedules and natural rivals, played preferably on school days as an outgrowth of the intramural program. Participation restricted to two major varsity sports per school year.

18. A correlation and an integration of the athletic program with the other school activities.

19. Conscientious training on the part of all players, not just seasonal but the natural outcome for all time.

20. Athletics in high school for the high school boy, not as a preparation for college competition.

21. More time for the preparation of the individual for the athletic class and more time following the event thereby eliminating the constant rush, typical of most programs.

22. Less emphasis on the competitive idea, "playing against" and more emphasis on social training for citizenship, "playing with."

The ideal game situation toward which schools should strive is embodied in these twenty-two points. When this situation is approximated, competition will be as equal and as safe as possible, and will have strictly educational content. Players will obtain the proper perspective in regard to the real values inherent in athletics and the experience of spirited but friendly competition will teach them many lessons in social cooperation and citizenship. In this way athletics will be entirely in keeping with the new education.

The German Turnfest

(Continued from Page 16)

ment which it is, in spite of the opposition of mental weaklings and embracing in its variations the entire world, if nature had not prompted the people to intuitively embrace it.

"While the practical application has taken a great variety of forms in numerous fields, it is nevertheless the cause of proud satisfaction for us that those organizations which have adhered closest to Jahn's precepts are today the mightiest of the demonstrators of these facts.

"Not only is this true physically, but also mentally. The significance of this development for the existence of our people can hardly be estimated. Only those who cannot understand or who deny the power of an ideal can ignore the significance of an activity that leads millions of people to partake, of their own free will, of strenuous exertions without hope of any personal, material reward. If the highest ideals ever become reality in the life of the people, surely this must be a case for what a million people win through work and toil without personal gain, they lay together in the balance for the preservation of all. *Physical fitness of the individual man and of the individual woman leads to the physical health and strength of the nation.*

"And straight and healthy people will never succumb mentally to fallacies to which the one-sided, overburdened brain often falls an easy prey. Highly intellectual people without courage and strength are always degraded to tutorship of healthier races. Their interesting literary works are poor compensation for their lost right to live, which nature conceded only to the strong and self-assertive. As the masses do not consist of over-cultured thinkers, but of healthy natured people, the strength of their self-assertion has its roots not so much in intellectual convictions as in the feeling of natural strength and the resulting self-confidence and faith in this strength.

"Because German Turnerism, during those many decades of liberalistic mis-culture, unconsciously perhaps, in the school and later in voluntary societies, increased the physical strength of the nation, it is now a mighty factor in the preservation of our people. In a time when the people have again stepped into the focus of state matters, the leaders of the state and with them the nation, cannot do otherwise than very gratefully remember those institutions that helped to preserve the most precious substance entrusted to the statesman, the flesh and blood of his own contemporaries.

"Take with you back to daily life and away to foreign lands, the convictions of the indestructibility of the new Empire which is dedicated, not to theories, but to the preservation of our people. And above all take with you this conviction: In the Third Empire not only intelligence counts, but strength, and our loftiest ideal is a future human type in which brilliant intellect finds itself in beautiful bodies so that humanity may find the way over money and material possessions to more idealistic treasures."

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What is Mental Hygiene?

(Continued from Page 32)

actualize the benefits to be derived from "resting points of satisfaction."

Particularly in these trying economic times of stress and strain, it is perhaps just as essential or more so to teach brotherly cooperation in work and play as it is to teach the three R's. Certain foreign countries remind us that we as a nation are relatively lost when we are forced into leisure hours; that our outstanding need is education for play and for constructive leisure. One nation in particular justly points with pride to the fact that their part in the war was not won in the line of battle but on the football fields of school, college, and community. It was here that rugged qualities of perseverance, tact, initiative, give-and-take, loyalty, team-work, sticking to the rules of the game, and a saving sense of humor became engendered in the very muscles of behavior patterns. As a consequence, such individuals imbued through practice in the spirit of good sportsmanship were not found wanting at testing periods.

THE psychic elements of recreation are equally important as those of the physical ones; indeed the two aspects of play are inseparable. Sports activities and games are essentially psycho-physical exercises which not only restore exhausted individual energies, but promote social and personality development in proportion to satisfaction and pleasure gained. Indeed the whole person is subserved by play, not merely the large muscles in developing skill in coordinative mechanisms and control, but also in the training of the intellect, the emotions, and the character. Here we find unparalleled opportunity to develop correct timing and harmonious working of wit and concrete action, to develop inhibition, and to develop self-mastery and self-control through quick planning, exercising clear-cut judgments, and cultivating emotional stability.

It is gratifying to observe the trend in physical education from formal physical education exemplified in gymnastics, calisthenics, and mass drills toward more and more informal physical education characterized by play, games, sports, and athletics, except for those individuals requiring remedial work. We are essentially group-minded individuals; our mental stature is built out of the soil of social contacts. Group appreciation, approval or disapproval, are our most potent incentives in cultivating respect for the rights of others, a sense of honor, fair play, and social responsibility.

From the personality development and treatment point of view, group play has tremendous possibilities in counteracting undesirable traits such as seclusiveness, shyness, self-consciousness, excessive aggressivity, domineering and selfish tendencies. Thus in-growing or shut-in personalities may be directed toward the cultivation of out-going reactions through satisfaction and feeling of relaxation gained through group contacts. Moreover, sports and games prove a wholesome outlet for adolescent energy and social strivings as well as a means of reclaiming tense nerves brought about by the break-neck pace of our machine age.

The physical educator has an unexcelled laboratory for

studying human behavior, individually and socially. He may make rich contributions to research as well as bring about greater richness in the art of living healthfully, happily, and efficiently. But in one's effort to serve all let us not forget that our social chain is no stronger than its weakest link. Let us cultivate systematic study of individual pupils, giving first attention to those who present problems of personality, behavior, or social adjustment. Let us keep in mind that every pupil may improve his daily functioning and become inspired to climb a progressive staircase of higher levels of healthful performance.*

IN CONCLUSION may I again sensitize you to the importance of capitalizing individual pupil constructive mental-hygiene potentialities by relating the following anecdote: Michael Angelo was chiseling a piece of marble when someone asked what he was doing. "I see an angel in this stone and I am trying to release him."

*For a further elaboration of the theme of this paper, the reader is referred to the author's article, "A Psychiatrist Looks at Physical Education," *Mind and Body*, 39: 249-255 (January, 1933).

The Need of a Program

(Continued from Page 33)

boys and girls how to play so that later on in years, this knowledge is carried over to enable them to continue playing, through the medium of active recreation, after business hours.

IN ORDER that you may follow the next point I am going to make, allow me to summarize what I have said so far.

The business and professional men say to you that our schools, beside affording the boy and girl certain academic knowledge and technical training so as to enable them to earn a livelihood, should also develop such traits as the feeling of confidence and pride in one's personal appearance; that our schools should discourage the attitude of bluffing; and our educators should not burden the children with too much homework, but rather devote some of the children's precious time to teaching them how to play so that when the school children of today become the business men of tomorrow, they can, during their leisure time, play and actively participate in healthful recreation, because they *know how* to play and have a *desire* to do so.

Consequently, I have carefully examined the educational curriculum of this city with special regard to what the Jersey City educational system is doing in anticipation of the need of building character, discouraging the attitude of bluffing, and teaching the children how to play.

I find that the Physical Education Department is the only department that helps to solve these very problems and needs pointed out by the professional and business men. Upon further investigation, I find that the Physical Education Department is using the gymnasium, athletic field, and playground as working laboratories where the child is taught—not by theory—but by actual participa-

tion or experience. Such traits as cooperation, friendliness, loyalty, self-control, and fair play, all integral parts of a child's character, are developed in the laboratories of physical education by actual accomplishment through the medium of playing and working in groups.

And speaking of accomplishment, in my opinion, this is one medium which helps to develop confidence in a person. Take the legal profession as an example. I know of a lawyer, a Phi Beta Kappa man, who graduated with honors, was exceptionally brilliant, and yet lacked the necessary confidence to properly try cases in court. It was only after he had actually tried so many cases before a jury, and was successful in several that, through actual experience and accomplishment, he acquired the much needed confidence. The same holds true in a gymnasium. A boy or girl may fear to jump, climb, tumble, or dive. But by overcoming his or her fears and mastering the elementary exercises on the rings, rope, horse, or the springboard, the children unconsciously develop an attitude and feeling of confidence.

I find that while in the classroom a boy or girl may occasionally attempt to bluff or copy. A boy or girl in a gymnasium would look stupid or silly if he or she attempted to bluff during a game. In the Physical Education Department, bluffing is unheard of because either you can jump so far or run so fast or chin the bar so many times, or else you cannot. But one does not even think of trying to bluff at it.

I ALSO find that the Physical Education Department is the only department in our educational system that treats the school child as a complete unit. By that I mean, that while each academic teacher is primarily interested in her particular subject, still I cannot lose sight of the fact that it is the *whole* child that goes to school and not his mind alone.

The business men say that the academic information the school children acquire is extremely important. But the character of the boy or girl plays an indispensable rôle in the business field. Consequently, if physical education builds character, the business man is for it. If physical education teaches children how to play and cooperate with others which in turn develops a spirit of toleration, friendliness, and self-control, the business man says "Let's have more of it." And when physical education creates a desire on the part of the school children to participate in healthful, active recreation—a marvelous and helpful carry-over habit which the boys and girls need in their later lives—the business men certify physical education as a valuable and indispensable department in our school system.

May I also take this occasion to thank Dr. James A. Nugent, Superintendent of the Schools of this city, for affording the business and professional men this opportunity to express their views on the value of physical education. I hope Dr. Nugent will keep our views in mind at the sessions of the School Survey Committee appointed by Governor A. Harry Moore to survey the educational facilities of this state, of which committee Dr. Nugent is an active member.

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Handbook on the Prevention and Care of Athletic Injuries. National Collegiate Athletic Association. (Princeton University Press, 1933) 35 pages. 15 cents.

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Tap Dancing. Dexter Wright. (Peters-Wright Studios, 1932) 52 pages (mimeographed). \$1.50.

This is a most interesting book which simplifies the learning of tap dancing through an original system of recording. The time measures are very clearly analyzed and presented. The book is a real contribution to the field of tap dancing literature in that it provides a unique and adequate method of recording dances, just as a score provides an adequate method of recording musical compositions. Numerous tap dance routines may be purchased recorded by this simple method of notation.

Peace of Mind and Body. William S. Walsh, M.D. (E. P. Dutton & Co., Inc., 1933) 249 pages. \$2.50.

Dr. Walsh's readable book preaches the gospel of plain common sense. With little compunction he debunks all the most popular ailments, mental and physical, and if one follows his advice he will feel as if he has treated his "mind and body" to a thorough house-cleaning. The book is as modern as tomorrow, and the style is fresh and interesting.

Health Work and Physical Education. P. Roy Brammell. Bulletin, 1932, No. 17. National Survey of Secondary Education, Monograph No. 28. (98 pages.) United States Department of the Interior: Office of Education, Washington, D.C., 1933. 10 cents.

This monograph contains the trends and frequencies of various practices in health work and physical education found in a large number of selected secondary schools in all parts of the United States. These schools were "cited to the survey as having promising innovations in the field of health work." The data is summarized from inquiry forms returned by 460 schools, and by visitation to 20 schools "well distributed throughout the Nation."

Following are titles of sheet music recently received from H. T. FitzSimons Co.

The Christmas Story. A Cantata for Soli, Chorus and Organ. Mondel Ely Butterfield. 31 pages. 50 cents.

Jesus on the Water Side. Negro Spiritual. Arranged for Mixed Voices. Walter Aschenbrenner. 7 pages. 15 cents.

My Old Kentucky Home. Stephen Foster. Arranged for Male Voices by Emil Soderstrom. 5 pages. 12 cents.

O Little Town of Bethlehem. For Three-Part Chorus of Women's Voices. Poem by Phillips Brooks. Set to Music by Daniel Protheroe. 5 pages. 12 cents.

The Little Red Lark. Irish air. Three-Part Chorus for Women's Voices. Arranged by William Lester. 7 pages. 12 cents.

The Last Rose of Summer. Old Irish Melody. Arranged for Mixed Voices. William Lester. 7 pages. 12 cents.

Andante and Gavotte. Piano. George Dasch. 4 pages.

Scherzo. Piano. George Dasch. 8 pages.

Cuban Skies. A Tango. Piano Solo. Philip Warner. 5 pages. 40 cents.

Dance as an Art Form. La Meri. (A. S. Barnes and Co., 1933) 198 pages. \$1.50.

La Meri, Director of the Department of Dancing of *Regre Academia dei Findenti, Italia*, will reach a larger audience than students and teachers of the dance in her new book, *Dance as an Art Form*. It fulfills the requirements of a good text; one finds the dances of many nations discussed in logical order, notes a useful table which briefly characterizes each mentioned, and a glossary of terms for the uninitiated. In a well arranged list of references it is easy to select authors of books on any special topic related to the subject of dancing. But *Dance as an Art Form* is something more than a textbook—it has a style which reads as excitingly as romance. The author's characterization of the "Free Dance" will serve to illustrate:

"... The Free Dance is not so much a feast for the eye and ear as a nourishment for brain and soul. It does not seek to amuse you but to move you, to take you out of the tired world you live in. What does it matter if you come away gasping in admiration or raging in disgust? If it has moved you it has succeeded."

Safety in Physical Education in Secondary Schools. Frank S. Lloyd, Ph.D. (National Bureau of Casualty and Surety Underwriters, 1933) 167 pages. \$1.25.

Made possible through the graduate fellowships maintained by the National Bureau of Casualty and Surety Underwriters, Dr. Lloyd's work is the eighth publication in the field of safety education and accident prevention. It is, as its title indicates, an "analysis of accident conditions in physical education in high schools and preparatory schools in the United States with recommendations." No phase of the subject has been slighted. Dr. Lloyd first determined the prevalence and nature of accidents in activities engaged in, sought for causes, then worked out a program of prevention. Reports from 510 secondary schools were studied, representing a student population of more than 600,000. Tabulations, graphs, and diagrams as well as bibliographical references add importance and usefulness to his findings.

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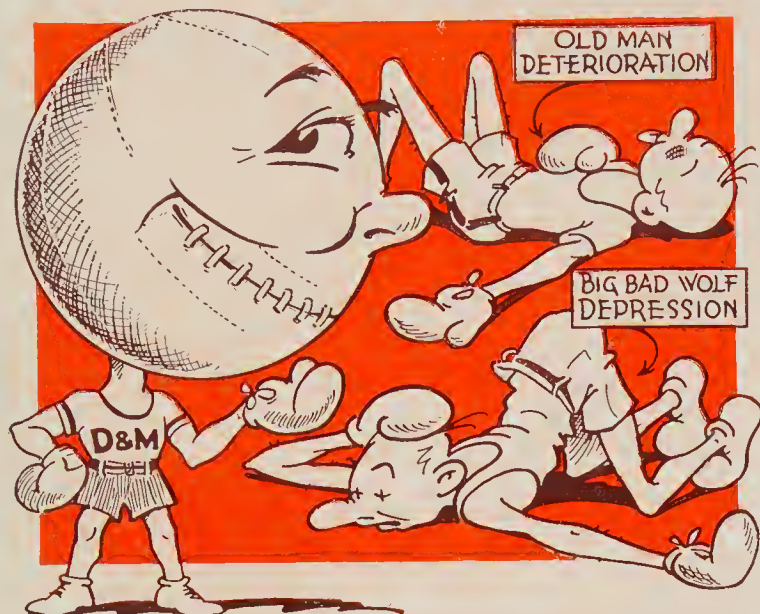
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